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ABSTRACT

This guide presents a rationale for the study of a foreign culture, specifically the culture of Mexico, and develops ways of fitting this cultural education into the elementary and secondary education curriculum. It is felt that the study of any foreign culture leads to greater understanding of others and of oneself. Mexico is chosen because: (1) it is a neighboring country representing the Latin American cultural area, (2) it is an emerging nation with many descendants in the U.S., and (3) much up-to-date material on Mexico is available. Key ideas about Mexico are developed around the areas of physical environment, historical background, contemporary culture, society, and political and economic situation. Teaching suggestions for the implementation of each of these key ideas are provided; they include: discussions of a particular aspect of culture comparison of Spanish and English America, debates on historical issues and social and political problems, and studies of the literature, folklore, and music of Mexico. A list is provided of bibliographies, Spanish books, materials sources, and curriculum guide materials. Geographical information and some important dates are provided in an appendix. (Author/AM)

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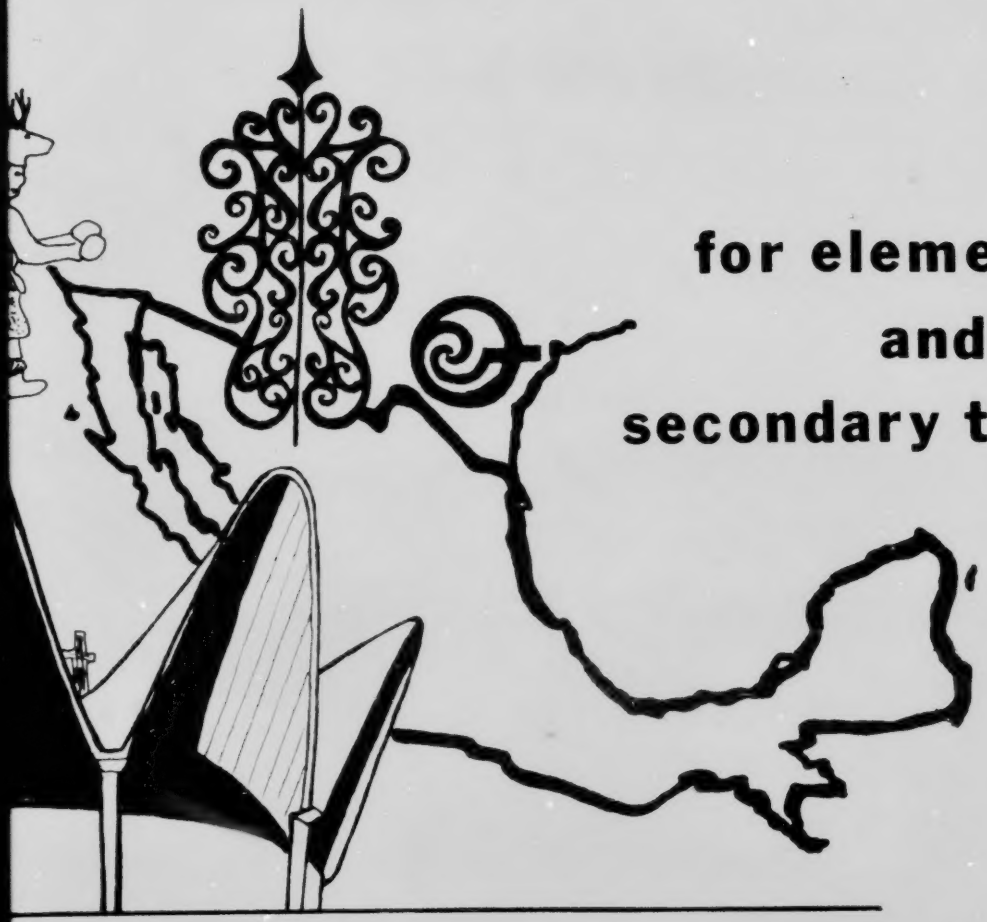

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secondary teachers

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HANDBOOK ON MEXICO FOR ELEMENTARY AND SECONDARY TEACHERS

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PREFACE

The Dissemination Center for Bilingual Bicultural Education is pleased to present this reprinting of the 1973 revision of this Handbook on Mexico for Elementary and Secondary Teachers as part of its continuing efforts to provide relevant materials to bilingual projects across the nation.

Requests for information concerning this and other publications should be addressed to the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721, or by telephone to (512) 926-8080.

Juan D. Solís, Director

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FOREWORD

This is a revision of the Handbook on Mexico for Elementary and Secondary Teachers, in 1971 and based on research performed pursuant to Grant Number OEG 0-70-0402 (824) from tute of International Studies, the U.S. Office of Education, U.S. Department of Health and Welfare to The University of Texas at Austin.

Only a limited number of copies were printed and distributed to school systems th departments of education. Numerous requests were received for additional copies or for to reprint the Handbook. In view of this favorable response, it was decided to make som visions in the original publication, particularly in the section on bibliographical bring it up to date and to make it available for wider distribution through the Dissemina for Bilingual Bicultural Education.

Teachers are probably better informed about Mexico than any other Latin American n informal surveys tend to indicate that their knowledge is often superficial and obsolete. ple, one of the authors in a summer class of prospective social studies teachers asked th two or three predominant associations with "Mexico." A surprising number listed sombrer serapes, gay music, and dirty border cities. A few listed more profound associations li alization, a rapidly growing population, and widespread poverty.

For those whose impressions of Mexico go no further than the "sombrero, siesta syndrome, a handbook identifying some key ideas about the country may be a useful sta

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Chapter I

WHY STUDY MEXICO?

Reasons for an In-Depth Study of Any Culture

The primary purpose of an in-depth study of another culture is to provide perspective to greater self-understanding. It should be valuable in developing empathy for others and humility, not only for appreciation of a different country but also for sub-groups within o society, including the different generations.

The present-day student in elementary and secondary schools is confronted with underst world of today. He must cope with the concept of nations, their interactions, independence tion, and conflicts. This helps him interpret current events and understand his own nation well as how to live with a variety of fellow human beings. Thus he is able to gain new ide sights which contribute to an evaluation of his own society. For some, this type of study valuable in that it provides background information and techniques for study and work in an

Why Mexico?

Having established the rationale for the study of another culture, the question remain should Mexico be selected?

Chapter I

WHY STUDY MEXICO?

In-Depth Study of Any Culture

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Kenworthy[1] has listed criteria for selecting a country for in-depth study. From th
Mexico qualifies for consideration on the following counts:

1. A neighboring nation - A long common border permits easy access to the millions
   including elementary and secondary students, who have already visited Mexico or
   in the future. They will also come in contact with Mexican visitors to the Uni
2. A country which represents a cultural area - For most North Americans, Mexico r
   whole cultural area of Latin America, since it is with this country and its peo
   have had most frequent contact.
3. An emerging nation - Mexico is truly a developing nation, with a rate of advanc
   greater than that of any other Latin American nation. The burgeoning industria
   of large urban centers like Mexico City and Monterrey contradict the traditiona
   of a lazy, unprogressive people. Since so many people from the U.S. visit Mexi
   it is possible to observe a nation in this state of development and to better u
   other nations which are emerging in the 20th century.
4. A country for which adequate materials are available - Probably more up-to-date
   materials are available on Mexico than any other Latin American nation because it

[1]Leonard S. Kenworthy. "Which Country Should Be Studied?", Boulder, Colorado: School Se
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5. A country of ancestors of members of the class - This is of particular significanc Southwest where the presence of large numbers of Mexican Americans who continue to the culture brought from Mexico provides ample opportunity for first-hand study an vation. At this time when there is an awakening of interest in understanding the within our own society, attention to the second largest minority seems particularl

Furthermore, the Mexican American should derive an additional benefit from this study. has so often been portrayed in an inferior role, his needs may well be the discovery of his portance in our society. One author contends "that understanding one's own cultural identi a study of his heritage is sometimes vital in disloading feelings of inferiority."[2]

2Guillermo de Hough and James McClafferty. "Latin American Studies in Programs for Spanish Americans." Perspectives for Teachers of Latin American Culture. Springfield: Departme Public Instruction, State of Illinois, 1970, p. 70.

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It is the assumption that underlies the preparation of this handbook than an educati carefully designed and using the most authentic up-to-date information from a variety of make a distinct contribution toward replacing stereotypes with realities and toward devel ing of identification with individuals of another culture.

Purpose and Plan of the Handbook

The purpose of this handbook for elementary and secondary teachers in teaching abou three-fold:

1. A more thorough understanding of Mexico and its culture.
2. A better understanding of ourselves by affording the opportunity to make contras parisons with another culture. Rudyard Kipling said it well: "What does he kn who only England knows?" Ralph Linton, noted anthropologist, voiced a similar "He who knows no other culture but his own can not know his own."
3. A greater knowledge about and empathy for Mexican Americans in the United State

The handbook will have as its focus certain key ideas about Mexico and Mexican Amer ulum and teaching suggestions for implementing these key ideas, and a listing of instruc sources.

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secondary schools in social studies, language arts, fine arts, and Spanish toward an unders
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Chapter II

FITTING MEXICO INTO THE CURRICULUM

Some Assumptions

Having identified Mexico and Mexican Americans as topics for in-depth study, the ne
how to include them meaningfully in the curriculum. To accomplish this, some basic assu
made:

1. Learning about another country or culture is a cumulative process.
2. Learning about another culture is a multi-disciplinary task in which many subje
   a contribution.
3. The social studies, because of the nature of their content, should carry the pr
   gation.
4. Learning about another culture includes not only the factual and statistical da
   importantly the "people" and how they think, live, and interact within a given
5. The intensive study of one culture can serve as a model for the study of others

A Cumulative Process

A single exposure is insufficient to provide a comprehensive view of any culture.

Chapter II

FITTING MEXICO INTO THE CURRICULUM

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Process

le exposure is insufficient to provide a comprehensive view of any culture. The study of

Latin America (including Mexico) in present curriculums reaches a peak in the middle grades v paratively little attention thereafter. The knowledge gained from a single unit on Mexico, r how well taught, needs continuing reinforcement and expansion at higher grade levels. Moreov intensive depth study in the middle grades will yield greater benefits if groundwork has bee previous grades.

A key idea (examples of which will be given in the next chapter) may be presented in th grades, developed further in the middle grades, and continued to the point of conceptualizat senior high school. It is the view of this handbook that this can be accomplished without t of any major revision. This will be dealt with in detail in the following sections.

A Multi-disciplinary Task

No single discipline can be expected to give a comprehensive view of any country or cul The Greater Cleveland Study,[1] after investigating various methods of area studies, settled u was termed the "cumulative conceptual method," in which the disciplines are identified, and the ideas at frequent intervals in order to build up certain useful concepts to accompany im factual information. It is a method in which the pupil is exposed to selected basic ideas,

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[1]Teachers' Guide. Latin America. Area Study 3. Cleveland, Ohio: Educational Research Cou Greater Cleveland. First Edition, 1966-1967. p. vii.

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and frequently. As the disciplines reinforce the key idea, the pupil also receives a mo
exposure at each level. A check list of disciplines, key ideas, and specific information
ed to keep an orderly approach and avoid repetition which may lead to boredom.

Obligation of the Social Studies

Although the social studies must necessarily carry the principal obligation of inst
Mexico because of the nature of their content, elementary school musit, art, language ar
and, perhaps even science and mathematics, can make a contribution; while in the seconda
with appropriate planning by teachers of the various subjects, content about Mexico can
in world geography, world history, world cultures, American history, sociology, economic
literature, Spanish, art, music, humanities, and current affairs.

Since the social studies involve the study of many cultures, an approach is require
apply to any culture selected for intensive study. Fersh[2] warns that there is always th
the student's lack of real understanding of the new culture, if he is exposed only to a
with his own. This was evidently the purpose of some units on Asia which Fersh examined
eight of eleven study questions mentioned the U.S. by name. As long as we merely make c
are prone to become more involved in our own self-importance. Senator Fulbright has sta

[2]Seymour H. Fersh. "Studying Other Cultures: Looking Outward Is 'In'." International D
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Fersh. "Studying Other Cultures: Looking Outward Is 'In'." International Dimensions in
Studies. 38th Yearbook. National Council for the Social Studies. 1968. Chapter 8.

because of our superior military and technological accomplishments, we tend to think of our having better people, institutions, and principles - "in general, a better civilization" th else. An objective approach would seem more realistic, in which the student studied and de empathy for another culture for its own worth, not merely because it has relevance to our n interests. From this a comparison could then be made with his own. If the social studies tone, the other disciplines will be inclined to follow.

Model for Studying Other Cultures

While it is evident that a student will gain much more from having "experienced" anoth than from having merely had an exposure, it is also evident that the student may become so in the new culture that he loses perspective of his own, unless he is also "experiencing" o tures. It is not the intention that only Mexico receive intensive treatment, but that vari of the world be selected for in-depth study and that this guide serve as a model for simila

Deficiencies in Present Curriculum Materials

Various studies on the treatment of Latin America and Mexican Americans in existing te point up certain deficiencies. After having concluded that textbooks significantly influen dents in their understanding of Latin America, it was noted in a research study done b

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Perrone[3] that the aims and problems of the people are not presented, although many facts
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surface" of all of Latin America without giving the student in-depth knowledge of any co
study[5] suggests that the inadequacies of the texts may be attributed in part to shortcom
and sequence patterns of current curriculums, which encourage superficial treatment of m
rather than intensive studies of a few.

Some of the specific deficiencies in the treatment of Mexico in the curriculum, as
textbooks, include:

1. Physical geography stressed for its own sake, e.g. the amount of rainfall, the
   mountains, without relating the information to how the people adjust to these c
2. Over-emphasis on the pyramid and Aztec calendar as representative of pre-Cortes
   and the stress on Aztec and Mayan history, leaving the student unaware of the m

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[3]Vito Perrone. Image of Latin America: A Study of American School Textbooks and School
Two Through Twelve, Northern Michigan University, 1965, pp. 118-121.

[4]Maureen O'Leary. "The Treatment of Latin America in Intermediate Grade Textbooks," unp
master's thesis, The University of Texas, 1967, pp. 51-52.

[5]Latin American Curriculum Project. The Treatment of Latin America in Social Studies In
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Indian groups with their diverse languages, dress, and cultures, which have also i
the Mexican culture of today.

3. Persistence, although diminishing, of the "Black Legend," originated by English hi
depicting anything related to Spain and the Spanish style as synonymous with evil.
4. Little follow-through on the influence of 300 years of colonial rule to the presen
geographic names, architecture, city plans, Spanish-Indian mixtures in life styles
5. A continued use of stereotypes, such as the Indian with his large "sombrero" sitti
cactus and the "mañana" philosophy ("don't do today that which can be done just as
morrow") instead of showing how the Mexican is adjusting to contemporary urban lif
6. Little emphasis on the contemporary period. Mexico continues to be presented in l
chaotic beginning as a nation, denoting instability, even though it has had a stab
and government for the past 35 years.
7. In U.S.-Mexican relations, a tendency to stress the "interventions," conflicts, et
than the positive side, such as the Chamizal Treaty, the exchange of cultures in t
west, including food, music, etc.
8. The stereotyping of Mexican art and music as homogeneous, primitive folk art and m
omitting the diversity in all levels of the popular arts, especially the contempor
ceramics, glass making, papier maché, metal work, etc.

groups with their diverse languages, dress, and cultures, which have also influenced
ican culture of today.
ence, although diminishing, of the "Black Legend," originated by English historians,
ng anything related to Spain and the Spanish style as synonymous with evil.
follow-through on the influence of 300 years of colonial rule to the present, e.g.
hic names, architecture, city plans, Spanish-Indian mixtures in life styles.
nued use of stereotypes, such as the Indian with his large "sombrero" sitting under a
and the "mañana" philosophy ("don't do today that which can be done just as well to-
") instead of showing how the Mexican is adjusting to contemporary urban life.
emphasis on the contemporary period. Mexico continues to be presented in light of its
beginning as a nation, denoting instability, even though it has had a stable currency
vernment for the past 35 years.
-Mexican relations, a tendency to stress the "interventions," conflicts, etc. rather
e positive side, such as the Chamizal Treaty, the exchange of cultures in the South-
ncluding food, music, etc.
reotyping of Mexican art and music as homogeneous, primitive folk art and music,
g the diversity in all levels of the popular arts, especially the contemporary work in
s, glass making, papier maché, metal work, etc.

9. Over-emphasis on the colonial period in art and music, failing to present the his development in art and music from the Indian base to the contemporary "Mexicaniz tional trends, which reflect urbanization and socio-economic mobility.

10. The artificiality of the content on Mexico in Spanish texts.

Other deficiencies regarding the treatment of Mexican Americans in the curriculum, w been observed, include

1. Imbalanced treatment of events in which Anglo and Mexican elements come in conta presentation of the Mexican War, which does not include the Mexican view. "An i Anglo bias" is reported by R. Henderson Shuffler, Director of the Institute of T in a review of state adopted Texas history textbooks in 1970.
2. The tendency to present the Mexican American as inferior to the Anglo by use of scending stereotype of the Mexican American.
3. The omission of the Mexican American in the study of immigrants and their role i society.
4. Failure to include materials which would help the Mexican American acquire a pos image.
5. Omission of pertinent facts regarding the contributions of the Mexican Americans velopment of the United States.

emphasis on the colonial period in art and music, failing to present the historical
opment in art and music from the Indian base to the contemporary "Mexicanized" interna-
l trends, which reflect urbanization and socio-economic mobility.
rtificiality of the content on Mexico in Spanish texts.
iciencies regarding the treatment of Mexican Americans in the curriculum, which have
include
anced treatment of events in which Anglo and Mexican elements come in contact, such as a
ntation of the Mexican War, which does not include the Mexican view. "An inexcusable
bias" is reported by R. Henderson Shuffler, Director of the Institute of Texan Cultures,
review of state adopted Texas history textbooks in 1970.
tendency to present the Mexican American as inferior to the Anglo by use of the conde-
ling stereotype of the Mexican American.
omission of the Mexican American in the study of immigrants and their role in our
ety.
ure to include materials which would help the Mexican American acquire a positive self-
e.
sion of pertinent facts regarding the contributions of the Mexican Americans to the de-
opment of the United States.

Possibilities for More Intensive Study of Mexico

If the social studies are to take the leadership role in presenting Mexico in the curr possibilities for more intensive study should be considered in relation to what is being tau each level in the social studies program to see where content on Mexico can be fitted in nor without the necessity of major modification.

Most Common Subject Matters in Social Studies Programs[6]

Grade	Subject
1	Life at home and at school; pets, holidays; farm life
2	Community helpers and workers; transportation; communication
3	Expanding community; food, clothing, shelter; other communiti
4	Living in other lands (type geographic regions); state histor state geography
5	United States history and geography; Latin America; Canada; Western Hemisphere
6	Geography of Western Hemisphere; geography of Eastern Hemisph Old World backgrounds of the history of the United States
7	Geography of Eastern Hemisphere; world geography; United Stat

[6]Edwin R. Carr. The Social Studies. New York: The Center for Applied Research in Educati 1965. p.7.

r More Intensive Study of Mexico

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r more intensive study should be considered in relation to what is being taught at
e social studies program to see where content on Mexico can be fitted in normally
ssity of major modification.

ect Matters in Social Studies Programs[6]

e	Subject
	Life at home and at school; pets, holidays; farm life
	Community helpers and workers; transportation; communication
	Expanding community; food, clothing, shelter; other communities
	Living in other lands (type geographic regions); state history, state geography
	United States history and geography; Latin America; Canada; Western Hemisphere
	Geography of Western Hemisphere; geography of Eastern Hemisphere; Old World backgrounds of the history of the United States
	Geography of Eastern Hemisphere; world geography; United States history

The Social Studies. New York: The Center for Applied Research in Education, Inc.

Grade	Subject
8	United States history; geography; state history; civics
9	Civics; vocations; world history; world geography
10	World history; world geography; modern history
11	United States history; world history; problems of democrac
12	Problems of democracy; government; economics; sociology; U history

The following suggestions for "stretching" the curriculum are intended to fit into lished offerings and to make the study of Mexico more comprehensive. Topics that may be various grade levels and in various subjects are indicated.

Primary Grades

1. Introduction of Mexico wherever appropriate in the curriculum; e.g. comparisons nuclear family of the U.S. with the extended family in Mexico, Mexican homes an furnishings with U.S. homes and furnishings, special holiday celebrations in Me similar events in the U.S.
2. Extension of the Indian unit often taught in the primary grades to include sele groups of Mexico. The system of Mayan arithmetic could be introduced into an a

rade	Subject
8	United States history; geography; state history; civics
9	Civics; vocations; world history; world geography
0	World history; world geography; modern history
1	United States history; world history; problems of democracy; civics
2	Problems of democracy; government; economics; sociology; United States history

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ear family of the U.S. with the extended family in Mexico, Mexican homes and their
ishings with U.S. homes and furnishings, special holiday celebrations in Mexico with
lar events in the U.S.

nsion of the Indian unit often taught in the primary grades to include selected Indian
ps of Mexico. The system of Mayan arithmetic could be introduced into an arithmetic

lesson at the same time. (Source: Arithmetic in Maya. 2201 Scenic Drive, Austin, George I. Sánchez.)

3. Inclusion of community helpers in Mexico, such as market and street vendors, in th the helpers in the local community, observing that different types of communities ent helpers.
4. Appreciation of the preparation of the basic foods of Mexico by preparing tortilla classroom with the cooperation of the children.

Middle Grades

1. Comparison of types of cities of Mexico, e.g. Guanajuato (coloniai city), Oaxaca (element in the contemporary scene), Veracruz (port city), Mexico, D.F. (capital, c and industrial center), etc. with cities of other parts of the world which represe lar types.
2. Life styles of a certain region of Mexico compared or contrasted with a region of e.g. Monterrey compared with an industrial city near the home of the children in t and a contrast of life in the Isthmus of Tehuantepec, a tropical region, with that in a northern rural area of the U.S. to observe the differences in the effect of cl the life styles of the people.

at the same time. (Source: Arithmetic in Maya. 2201 Scenic Drive, Austin, Texas: I. Sánchez.)

ion of community helpers in Mexico, such as market and street vendors, in the unit on lpers in the local community, observing that different types of communities need differ- lpers.

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ison of types of cities of Mexico, e.g. Guanajuato (colonial city), Oaxaca (Indian in the contemporary scene), Veracruz (port city), Mexico, D.F. (capital, cultural, dustrial center), etc. with cities of other parts of the world which represent simi- pes.

tyles of a certain region of Mexico compared or contrasted with a region of the U.S., onterrey compared with an industrial city near the home of the children in the class; contrast of life in the Isthmus of Tehuantepec, a tropical region, with that of life rthern rural area of the U.S. to observe the differences in the effect of climate on fe styles of the people.

Upper Middle Grades

An in-depth multi-disciplinary study of Mexico as a representative Latin American c
basis for comparing countries which are representative of other regions of the wor

Junior High School

State Histories (for states once part of Mexico)

1. The Indian and colonial history of these states, including missions, presidios,
   pueblos.
2. The role of the Mexican American in state history, such as Mexicans who fought
   immigrants for Texas independence.
3. The Treaty of Guadalupe Hidalgo and its provisions for the Mexican people who w
   the area granted to the U.S., such as entitling them to retain their land, lang
   and religion while becoming citizens of the U.S.
4. The unique legal problem surrounding the old Spanish land grants in parts of th
   today.
5. The contributions of the Mexican and Mexican American to the techniques used in
   ment of the Southwest in such areas as hard rock mining, irrigation systems, ca

Grades

epth multi-disciplinary study of Mexico as a representative Latin American country as a
or comparing countries which are representative of other regions of the world.

School

ies (for states once part of Mexico)

Indian and colonial history of these states, including missions, presidios, and colonial
blos.

role of the Mexican American in state history, such as Mexicans who fought alongside U.S.
igrants for Texas independence.

Treaty of Guadalupe Hidalgo and its provisions for the Mexican people who were living in
area granted to the U.S., such as entitling them to retain their land, language, culture,
religion while becoming citizens of the U.S.

unique legal problem surrounding the old Spanish land grants in parts of the Southwest
ay.

contributions of the Mexican and Mexican American to the techniques used in the develop-
t of the Southwest in such areas as hard rock mining, irrigation systems, cattle raising,

and horsemanship.

6. The part played by Mexican laborers in the building of the railroads and the agric development of the Southwest.
7. The role of the Mexican American in the political and economic life of the communi various states of the Southwest or any other areas where there is a large concentr Mexican Americans, such as Chicago.

U.S. History (Junior High and Senior High)

1. Comparison of the colonial system of the English in the American colonies and the in Mexico, exploring differences in philosophies, backgrounds, and aims.
2. Balanced treatment of the Mexican War and the Treaty of Guadalupe Hidalgo, includi tion in the U.S. to the war, such as that of Lincoln, Emerson, Thoreau; and deserte sides at the Battle of Hidalgo.
3. Mexican immigration to the U.S., particularly since 1900, including the reasons fo Mexico.
4. Mexico's role in the two World Wars of the 20th century.
5. Exchange of visits of presidents of the two countries, treaties, and boundary agree indicating greater mutual respect between the U.S. and Mexico in recent years.

rsemanship.

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ment of the Southwest.

e of the Mexican American in the political and economic life of the communities of the
states of the Southwest or any other areas where there is a large concentration of
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e of visits of presidents of the two countries, treaties, and boundary agreements,
ing greater mutual respect between the U.S. and Mexico in recent years.

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6. The Mexican point of view as well as that of the U.S. on U.S. intervention in

World Geography and World Cultures

1. The patterns of family life in Mexico, indicating the influences from both Am
   and Spanish backgrounds, for purpose of comparison with a similar study in ot
   of the world.
2. Comparison of the population growth rate of Mexico with that of other countri
   (Note: This could affect future immigration laws as large numbers of Mexican
   ing to the U.S. every year.)
3. Mexico's land use patterns in comparison with those in various other countrie
   as a part of a unit on agriculture.
4. Mexico as an example of an emerging nation in the 20th century in the area of
   development.
5. Mexico City as typical of the primate city in Latin America and other parts o
6. Mexico as an example of a country with lopsided development, in which certain
   be compared with the most developed nations of the world while other sectors
   primitive state.

e Mexican point of view as well as that of the U.S. on U.S. intervention in Mexico.

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velopment.

xico City as typical of the primate city in Latin America and other parts of the world.

xico as an example of a country with lopsided development, in which certain sectors may
compared with the most developed nations of the world while other sectors are still in a
imitive state.

World History

1. Indian groups from Mexico, such as the Mayas, Toltecs, and the Aztecs, comparing t the ancient civilizations in other areas of the world, such as Egypt.
2. The treatment of the Indians during the colonial period, including the antagonism England and Spain, which made the "Black Legend" seem logical. (Sources: Thomas G Travels in the New World, and the works of Las Casas.)
3. The achievements of the "conquistadores" of the 16th century in contrast with the ally held of them as "swashbuckling knights."
4. The independence period in Latin America, giving special attention to the unique c istics of Mexico's independence in comparison with that of the other Latin America
5. A comparison of the Mexican Revolution of 1910 with other social revolutions of th century, such as the Russian Revolution of 1917.

Sociology

1. In the urbanization of Latin America, the posing of the question: "What effect is zation having on traditional values and institutions?" Works such as those of Osc may be used to obtain information on the contemporary situation in Mexico where th great influx of rural to urban migration.

groups from Mexico, such as the Mayas, Toltecs, and the Aztecs, comparing them with
cient civilizations in other areas of the world, such as Egypt.
eatment of the Indians during the colonial period, including the antagonism between
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y, such as the Russian Revolution of 1917.

urbanization of Latin America, the posing of the question: "What effect is urbani-
having on traditional values and institutions?" Works such as those of Oscar Lewis
used to obtain information on the contemporary situation in Mexico where there is a
influx of rural to urban migration.

2. The role of the family in providing for the welfare and security of its members with government sponsored programs.
3. An intensive study of the ethnic and racial groups from which the Mexican has d
4. The Mexican American as a minority group in the U.S., including problems of acc

Civics and Government

1. A comparison of the one-party system (PRI) in contemporary Mexican politics wit party system of the U.S. or multiple party systems of other countries.
2. A comparison of the Mexican and the U.S. constitution on such points as federal protection of individual rights.

Fine Arts

1. Internationalization of cultures through the fine arts, including a study of Me tecture (works of O'Gorman and Candela, and the new subway system in Mexico Cit dance (Ballet Folklórico), and Mexican music (the symphonies and orchestrations Chávez, Manuel Ponce, and Silvestre Revueltas).
2. Folk art, including the various artistic thoughts and expressions in Mexican po folk arts such as ceramics, artistic forms in steel, straw, leather, etc., and

role of the family in providing for the welfare and security of its members as compared
government sponsored programs.
ntensive study of the ethnic and racial groups from which the Mexican has derived.
Mexican American as a minority group in the U.S., including problems of acculturation.

vernment

mparison of the one-party system (PRI) in contemporary Mexican politics with the two-
y system of the U.S. or multiple party systems of other countries.
mparison of the Mexican and the U.S. constitution on such points as federalism and the
ection of individual rights.

rnationalization of cultures through the fine arts, including a study of Mexican archi-
ure (works of O'Gorman and Candela, and the new subway system in Mexico City), Mexican
e (Ballet Folklórico), and Mexican music (the symphonies and orchestrations of Carlos
ez, Manuel Ponce, and Silvestre Revueltas).
art, including the various artistic thoughts and expressions in Mexican popular and
arts such as ceramics; artistic forms in steel, straw, leather, etc., and mariachi music.

3. Mexico as an example of how a culture develops a unique fine arts expression. (I
Indian base, colonial influences, later European influences, extreme nationalism
20th century, and the contemporary internationalistic theme).
4. Confluence of cultures of contiguous nations, showing how Mexico and the U.S. hav
each other, with resultant enrichment of both.

Latin American Studies or Mexican American Studies

1. The results of the Revolution of 1910 in Mexico which have contributed to the eco
velopment in certain sectors, leaving almost untouched other segments of the popu
2. Comparative study of education in the various Latin American countries with empha
unique elements of Mexican education.
3. Mexico's leadership in mural painting in a study of artistic development in the A
4. A comprehensive treatment of the history of Mexico, including the contributions o
Indians and the Spanish to Mexican history and the resulting blend of the two cul
5. Special attention to the reasons for the Mexican-U.S. confrontations, including v
both groups from the earliest contact to the present, and consideration of soluti
problems encountered.
6. Special problems of Mexican Americans in adapting to the U.S. culture.

as an example of how a culture develops a unique fine arts expression. (Include
base, colonial influences, later European influences, extreme nationalism of early
entury, and the contemporary internationalistic theme).
ence of cultures of contiguous nations, showing how Mexico and the U.S. have influenced
ther, with resultant enrichment of both.

Studies or Mexican American Studies

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ent in certain sectors, leaving almost untouched other segments of the population.
ative study of education in the various Latin American countries with emphasis on the
elements of Mexican education.
's leadership in mural painting in a study of artistic development in the Americas.
rehensive treatment of the history of Mexico, including the contributions of the
s and the Spanish to Mexican history and the resulting blend of the two cultures.
l attention to the reasons for the Mexican-U.S. confrontations, including views of
roups from the earliest contact to the present, and consideration of solutions of the
ns encountered.
l problems of Mexican Americans in adapting to the U.S. culture.

7. The special contributions of the Mexicans to U.S. history as pointed out by Jul
   Mexican Americans: Past, Present, and Future.
8. The latest developments in the "chicano" movement through keeping up with the l
   daily news releases.
9. Mexico's role in contemporary society in the arts, technology, and sports.

Spanish

1. A more realistic picture of the contemporary scene in Mexico through a variety
   periodicals, newspapers, and other sources.
2. An understanding of a period of history by studying a novel intensively, such a
   (the Revolution of 1910).
3. A treatment of the total culture of Mexico, including daily life patterns, spor
   arts, politics, etc.

It is assumed that the suggestions for incorporating more about Mexico into the on-
ulum may be accomplished with a minimum of disruptions. However, a new dimension, the b
program in areas where there are both Mexican and Anglo American children, would probabl
ful only within a very special classroom climate where the administration and the teache
tized to the Mexican American child as well as to the Anglo, thereby permitting a genuir

special contributions of the Mexicans to U.S. history as pointed out by Julián Nava in
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, politics, etc.

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ccomplished with a minimum of disruptions. However, a new dimension, the bicultural
eas where there are both Mexican and Anglo American children, would probably be success-
in a very special classroom climate where the administration and the teachers are sensi-
Mexican American child as well as to the Anglo, thereby permitting a genuine bicultural

exchange to take place.

Bilingual Programs (English-Spanish)

Some suggestions to overcome the omissions of the past and to give a more balanced tr of Mexican Americans in our society are:

1. Including Mexican Americans throughout the curriculum when other ethnic groups ar ered, such as in a study of immigrants from other countries, Mexican Americans ma the city or region in Mexico from which their ancestors came and the possible rea their immigration to the U.S.
2. Attention to the role of the Mexican American in U.S. history and development whe contributions of the various ethnic groups in our society.
3. Recognition of the Southwest as part of Mexican history until 1836 (for Texas) an (the rest of the Southwest).
4. Acknowledgement of contemporary Mexican American leaders in the community, state (See: Feliciano Rivera, A Mexican American Source Book with Study Guideline. Me California: Educational Consulting Associates, 1970. pp. 117-148 for pictures a scription of some of these leaders.)
5. Incorporating selections from Mexicans and Mexican Americans in the study of lite

e place.

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ion of some of these leaders.)

orating selections from Mexicans and Mexican Americans in the study of literature.

To illustrate how learning about another culture is cumulative and multi-disciplina
is provided.

Key Idea: Recreational activities include family and church centered festivities, patri
tions, and spectator sports of national and international appeal.

Primary Grades - Life at home and at school

How children play in Mexico

Children learn to play games which are enjoyed by Mexican ch
expressions and songs in Spanish. (Example: "La víbora" from S
October, 1970. p. 648.)

Holidays

Fiestas on Mexican holidays

Children learn a dance, such as "La raspa," in which childre
at a fiesta on a Mexican holiday.

Middle Grades - Living in other lands

Recreation in Mexico is family-centered.

Families go together on picnics and to the promenades and ot
which take place in the plaza. The more affluent families belon

trate how learning about another culture is cumulative and multi-disciplinary, an example

creational activities include family and church centered festivities, patriotic celebra-
ons, and spectator sports of national and international appeal.

s - Life at home and at school

How children play in Mexico

Children learn to play games which are enjoyed by Mexican children using expressions and songs in Spanish. (Example: "La víbora" from Social Education, October, 1970. p. 648.)

Holidays

Fiestas on Mexican holidays

Children learn a dance, such as "La raspa," in which children participate at a fiesta on a Mexican holiday.

- Living in other lands

Recreation in Mexico is family-centered.

Families go together on picnics and to the promenades and other activities which take place in the plaza. The more affluent families belong to a private

club, which provides recreational activities for all members of the

Family dinner on Sunday is still practiced in Mexico.

Recreation in Mexico is church-centered

Baptisms, First Communions, "quinceañeras" (fifteenth birthday

and weddings are occasions of feasting and music. Numerous audio-v

are available to illustrate this. Also consult Frances Toors. Mex

Folkways.

Junior High School - Spanish

Sports of Mexican youth

Begin with a study of sports which are popular in both the U.S

Mexico, such as auto racing. McGraw Hill has a film to accompany L

Spanish the Modern Way, which treats these sports.

Participating sports, such as baseball and soccer.

Students learn positions and rules in Spanish. Then they may

game, using only Spanish. Students may select a team in Mexico and

with it through a daily newspaper from Mexico, such as El Porvenir

Monterrey.

club, which provides recreational activities for all members of the family. Family dinner on Sunday is still practiced in Mexico.

Recreation in Mexico is church-centered

Baptisms, First Communions, "quinceañeras" (fifteenth birthday parties), and weddings are occasions of feasting and music. Numerous audio-visuals are available to illustrate this. Also consult Frances Toors, Mexican Folkways.

ool - Sports of Mexican youth

Begin with a study of sports which are popular in both the U.S. and Mexico, such as auto racing. McGraw Hill has a film to accompany Learning Spanish the Modern Way, which treats these sports.

Participating sports, such as baseball and soccer.

Students learn positions and rules in Spanish. Then they may play a game, using only Spanish. Students may select a team in Mexico and keep up with it through a daily newspaper from Mexico, such as El Porvenir from Monterrey.

Spectator sports, such as jai alai and bullfighting.

Individual students may study the history of these sports a
portance in the Mexican sports' scene.

Senior High School - World Cultures, Latin American History, or Spanish

Mexico's hosting of the 1968 Olympic games demonstrated its avid
sports and provided an opportunity to demonstrate its industrial
fore a world-wide audience.

Students may study the planning, such as the building of ma
size swimming pools at schools, and the general encouragement of

The student riots and the police action prior to the Olympi
provocative subjects for discussion.

The world recognition which Mexico received as a very graci
should be noted. Periodicals of the Fall of 1968 provide the i

Spectator sports, such as jai alai and bullfighting.

Individual students may study the history of these sports and their importance in the Mexican sports' scene.

School - res, ican

Mexico's hosting of the 1968 Olympic games demonstrated its avid interest in sports and provided an opportunity to demonstrate its industrial progress before a world-wide audience.

Students may study the planning, such as the building of many Olympic-size swimming pools at schools, and the general encouragement of sports.

The student riots and the police action prior to the Olympics provide provocative subjects for discussion.

The world recognition which Mexico received as a very gracious host should be noted. Periodicals of the Fall of 1968 provide the information.

Seminar Participants' Report of Curriculum and Teaching Innovations

Elementary supervisors after attending a seminar on Mexican geography, history, cul
fine arts in Mexico during the summer of 1970 reported that they had been able to utilize
perience in a variety of ways such as:

1. Correlating Mexican dances, music, and art with the elementary social studies p
and in the preparation of a unit on "Children of Mexico" (including dances and
grades one to three.
2. Introducing new teaching materials, such as tapes and slide lessons on selected
such as the "ejido," pottery, children (chicle vendor and bootblack), sports, m
pyramids; and multi-media kits of objects representative of the Mexican culture
3. Providing enriching supplementary information in classroom visitations, such as
the Mexican monetary system by using a coin collection.
4. Improving the library selections of reading materials, including a daily paper
5. Developing of community interest in Mexico through newspaper interviews, televi
grams, and exhibits.

As expressed by one of the participants, "I feel that the greatest contribution of
was the reaffirmation of the total value of another country and its inhabitants and that
there is more than one - 'the American' - way of doing a thing."

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in the preparation of a unit on "Children of Mexico" (including dances and games) for
es one to three.

oducing new teaching materials, such as tapes and slide lessons on selected topics
as the "ejido," pottery, children (chicle vendor and bootblack), sports, markets, and
mids; and multi-media kits of objects representative of the Mexican culture.

iding enriching supplementary information in classroom visitations, such as discussing
Mexican monetary system by using a coin collection.

oving the library selections of reading materials, including a daily paper from Mexico.

loping of community interest in Mexico through newspaper interviews, television pro-
s, and exhibits.

ssed by one of the participants, "I feel that the greatest contribution of the seminar
rmation of the total value of another country and its inhabitants and that fact that
than one - 'the American' - way of doing a thing."

Chapter III

KEY IDEAS TO BE DEVELOPED

The pattern set in Key Ideas about Latin America, Bulletin #4 of the Latin Amer
Project has been closely followed.

These key ideas are carefully selected generalizations about Mexico, organized a
distinct categories:

1. The Physical Environment
2. Historical Background
3. Contemporary Society and the Family
4. Contemporary Culture
5. Contemporary Economic Situation
6. Contemporary Politics, Government, and International Relations

Although all cultures exhibit unique features, they also manifest many similari
ences arise in the ways various groups attempt to satisfy or resolve common needs or p
These six categories suggest a framework for examining any culture from many angles.
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These seven categories of ideas are designed to serve as a guide for teachers at a in the various disciplines wherever it is appropriate to include content on Mexico or Mexi cans in the curriculum. Details may be supplied by the teacher from current sources so th study may be kept up-to-date. The focus is on the contemporary scene with enough of the p an understanding of the development of a culture.

Teachers at either the elementary or secondary level should find these ideas a use for curriculum building and emphasis since many of them can be introduced in a simplified early grades and proceed progressively through senior high. When the inductive approach the pupil may be guided toward "discovering" these generalizations. Under no circumstance they be presented to pupils as content to be memorized.

A. The Physical Environment

1. Mexico is an area of great diversity in its physical aspects.

a. A great part of Mexico is made up of mountains, tropical rain forests, and des or semi-arid regions.

seven categories of ideas are designed to serve as a guide for teachers at all levels,
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l Environment

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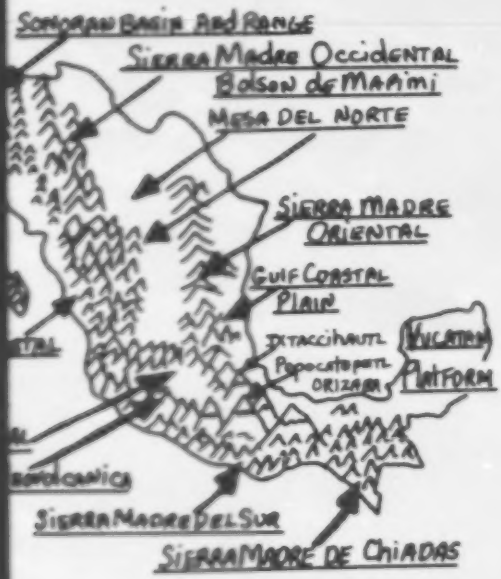
THE MOUNTAINS OF MEXICO

1) The mountains of Mexico, whic
2/3 of its national territory
great obstacles to transporta
and national unity, although
spectacular scenery and preci
2) Only about 1/10 of the land i
the rest is made up of mounta
deserts and desert lands.

b. The Central Highlands at the south
of the two sierras (which transver
and western sectors) contains the
suitable for agriculture and suppo
the Mexican population.

c. Waterways are of minimal consequen
1) Although Mexico has a long coa
Gulf of Mexico and the Pacific
few good natural harbors.
2) Mexico has no rivers or lakes



1) The mountains of Mexico, which make up about 2/3 of its national territory, have been great obstacles to transportation, trade, and national unity, although they provide spectacular scenery and precious minerals.

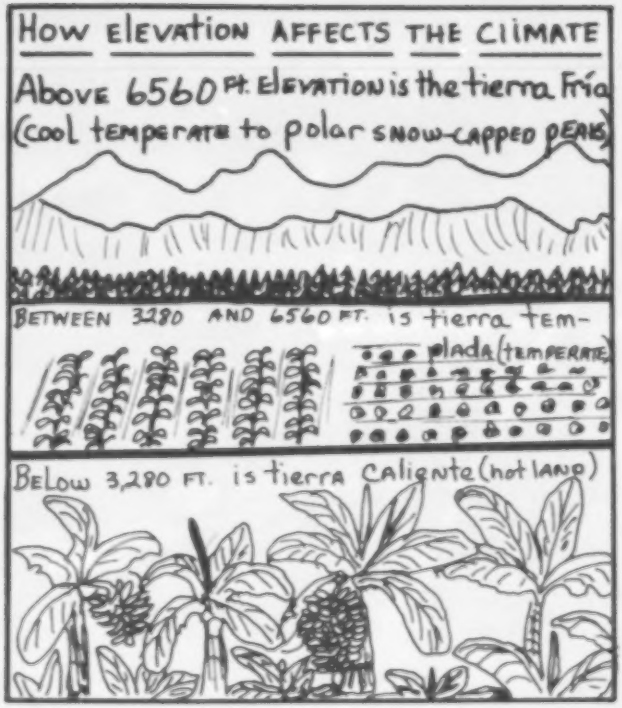
2) Only about 1/10 of the land is arable, and the rest is made up of mountains, forests, deserts and desert lands.

b. The Central Highlands at the southern extremity of the two sierras (which transverse the eastern and western sectors) contains the land most suitable for agriculture and supports most of the Mexican population.

c. Waterways are of minimal consequence to Mexico.

1) Although Mexico has a long coastline on the Gulf of Mexico and the Pacific Ocean, it has few good natural harbors.

2) Mexico has no rivers or lakes of world importance.


How elevation affects the climate
Above 6560 ft. elevation is the tierra fría
(cool temperate to polar snow-capped peaks)
Between 3280 and 6560 ft. is tierra tem-
plada (temperate)
Below 3,280 ft. is tierra caliente (hot land)

2. There are extreme variations in temper
rainfall.
   a. Although most of Mexico lies in th
   or subtropics, elevation is a more
   factor than latitude in determinin
   It is possible to go from a banana
   to a snow-covered peak by ascendin
   mountain.
   b. Rainfall varies from the desert pl
   the north to the humid southeaster
   plain which receives as much as te
   rainfall per year in some parts.

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FT. ELEVATION is the tierra Fría
to polar SNOW-CAPPED PEAKS
AND 6560 FT. is tierra TEM-
plada (TEMPERATE)
is tierra Caliente (hot LAND)

2. There are extreme variations in temperature and rainfall.

   a. Although most of Mexico lies in the tropics or subtropics, elevation is a more important factor than latitude in determining climate. It is possible to go from a banana plantation to a snow-covered peak by ascending a mountain.

   b. Rainfall varies from the desert plateau of the north to the humid southeastern coastal plain which receives as much as ten feet of rainfall per year in some parts.

B. Historical Background

1. A wide range of cultures existe
Cortesian Mexico, from nomadic
livelihood depended mainly on h
fishing to highly organized civ
who practiced sedentary agricul
mainly on maize.

a. Three predominant groups ha
cultural imprint on Mexico
coming of the Spaniards: th
Toltecs, and the Aztecs.

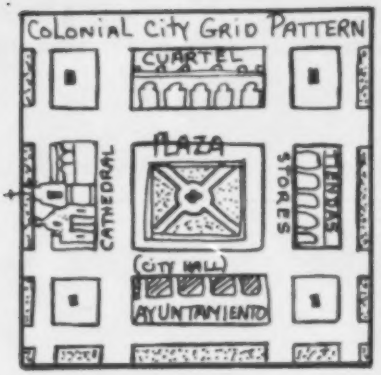
b. Some of the other groups wh
more remote areas continue
their ancient cultures alon
toms introduced by the Spa
remain isolated from the ma
contemporary Mexico.

B. Historical Background

1. A wide range of cultures existed in pre-Cortesian Mexico, from nomadic tribes whose livelihood depended mainly on hunting and fishing to highly organized civilizations who practiced sedentary agriculture, based mainly on maize.

   a. Three predominant groups had left their cultural imprint on Mexico prior to the coming of the Spaniards: the Mayas, the Toltecs, and the Aztecs.

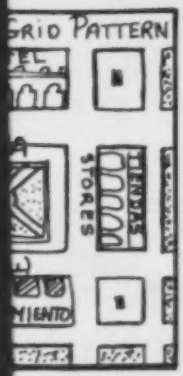
   b. Some of the other groups who live in the more remote areas continue to practice their ancient cultures along with customs introduced by the Spaniards, but remain isolated from the mainstream of contemporary Mexico.



2. The Spaniards came to Mexico to gain wealth and glory f
   selves and to Christianize the native population.
   a. Spanish colonial administration was highly centrali
      authoritarian, and governmental control was reinfor
      Church which was a wealthy, conservative influence.
   b. Although the Spanish culture was impressed upon the
      peoples by the crown, many aspects of the native cu
      been retained.

3. The War of Independence was a period of confusion, lacking definite objectives a
   a. The weakening of the Spanish crown in the 18th century contributed to a feel
      security in the colonies.
   b. The first outbreak of fighting was spontaneous, accidental, and premature.
   c. The liberal revolt in Spain aligned the church, creoles (Mexican-born descen
      native Spaniards), and the "gachupines" (native Spaniards) to move for indep
      This movement did not incorporate the mass of the population, but merely cha
      leadership at the top.

4. As in other Latin American countries, the post-independence period ushered in a
   of "caudillos," represented in Mexico by Santa Anna, who over a period of 35 yea



2. The Spaniards came to Mexico to gain wealth and glory for themselves and to Christianize the native population.
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controversial figure in Mexican politics.

a. The loss of the authoritarian system of New Spain created a void that was
by Mexican military leaders.

b. As a result of Texas' independence and the U.S.-Mexican War, Mexico lost o
its territory to the U.S.

c. The conflict between liberals and conservatives and between federalists an
set the stage for the reform period.

5. In the struggle between liberals and conservatives during the reform period i
of the 19th century, the position of the Church was the dominant issue with ra
economic issues playing a minor role.

a. The liberals, with Benito Juárez as their leader, disrupted the basic life
with their reform laws, which limited the power of the Church and provided
ownership of land.

b. The conservatives looked to Europe to find a prince to lead them. As a re
supported by French soldiers, became emperor of Mexico.

6. The dictatorship of Porfirio Díaz gave Mexico over 30 years of stability in go
economic progress, but few benefits accrued to the common people.

a. The Church acted as an instrument of despotism preventing the enforcement

ntroversial figure in Mexican politics.

The loss of the authoritarian system of New Spain created a void that was to be filled by Mexican military leaders.

As a result of Texas' independence and the U.S.-Mexican War, Mexico lost over 1/2 of its territory to the U.S.

The conflict between liberals and conservatives and between federalists and centralists set the stage for the reform period.

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The liberals, with Benito Juárez as their leader, disrupted the basic life of the Mexican with their reform laws, which limited the power of the Church and provided for private ownership of land.

The conservatives looked to Europe to find a prince to lead them. As a result, Maximilian, supported by French soldiers, became emperor of Mexico.

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The Church acted as an instrument of despotism preventing the enforcement of the reform

laws, which might have helped the masses.

b. Foreign business flourished and laid the base for subsequent industrializatio

c. A heavy concentration of land in the hands of a few people was facilitated by ownership of land, resulting from an abuse of the reform laws.

7. The Mexican Revolution of 1910, the first major social revolution of the 20th cen with the political objective of "no re-election" and produced the Constitution of

a. In the beginning, the Revolution was characterized by a of ideals, with no well-defined objectives nor means of them.

b. As the Revolution developed, the objectives were crysta the one-party system which still exists was created to the ideals of agrarian reform, universal secular free e separation of church and state, and raising the status Indian, the "campesino" (rural laborer), and the urban

8. The greatest effort toward advancing the goals of the Revolution was made by the regime (1934-40), but at the cost of considerable divisiveness.

9. Beginning with the administration of Avila Camacho (1940-46), the Revolution lost momentum as national unity became an overriding objective.

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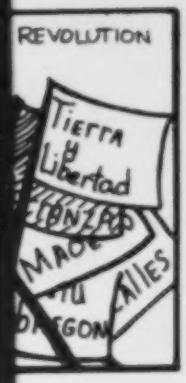

a. In the beginning, the Revolution was characterized by a clash of ideals, with no well-defined objectives nor means of achieving them.

b. As the Revolution developed, the objectives were crystalized, and the one-party system which still exists was created to perpetuate the ideals of agrarian reform, universal secular free education, separation of church and state, and raising the status of the Indian, the "campesino" (rural laborer), and the urban laborer.

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(1934-40), but at the cost of considerable divisiveness.

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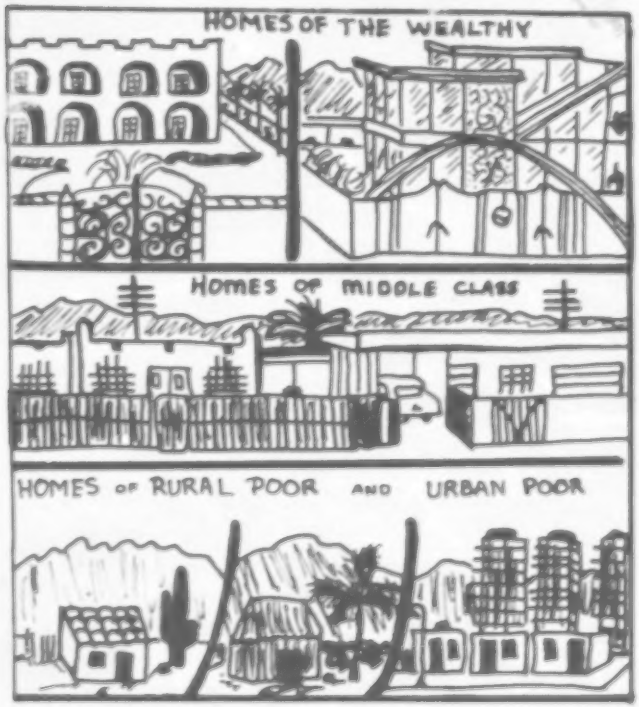
um as national unity became an overriding objective.

10. The administrations following Camacho, while endorsing the objectives of the Re
have dedicated their energies mainly to the industrial development of the count

C. Contemporary Society and the Family.

1. Mexico is experiencing a high rate of population increase (3.5%), which demand
ponding expansion of the economy to prevent deterioration of living standards.



2. Accelerated urbanization, largely f
and educational reasons, has aggrav
problems like substandard housing a
new ones like air pollution, which
a critical level in the capital.
3. Since the majority of the populatio
(under 20 years of age) and largely
economically, large expenditures ar
education and welfare services.
4. A growing middle class is changing
al concept of a two-class society.
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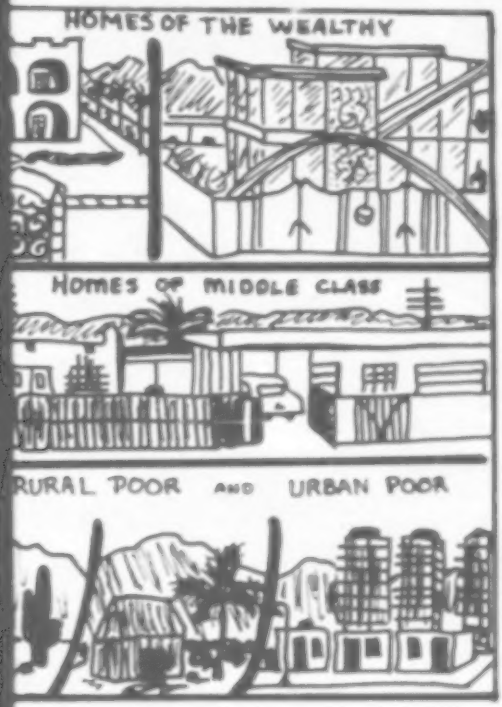
nding expansion of the economy to prevent deterioration of living standards.



2. Accelerated urbanization, largely for economic and educational reasons, has aggravated many old problems like substandard housing and brought new ones like air pollution, which has reached a critical level in the capital.
3. Since the majority of the population is young (under 20 years of age) and largely unproductive economically, large expenditures are required for education and welfare services.
4. A growing middle class is changing the traditional concept of a two-class society.
5. Although the various socio-economic groups have different value systems, common characteristics

of Mexican families can be noted.

a. The concept of the extended family in Mexico, as in other areas of Latin Amer
includes god-parents and other close associates.

b. Traditionally in the family structure the male has played a dominant role,
boys have had more social freedom than women and girls.

c. The Mexican family tends to be closely knit, but the family structure is bein
by the changes brought about by urbanization and industrialization.

6. The political power wielded by the Catholic church throughout the colonial and ea
of the republic has been severely curtailed by constitutional and legal restricti
it continues to be a pervasive influence.

a. Prior to the reform movement, the Catholic church occupied a dominant role in
of Mexican life.

b. Stringent controls of the Church were written into the Constitutions of 1857
but the enforcement has varied with the regime in power.

c. 95% of the Mexicans are considered to be Catholic, although for some the prac
nominal, especially among the men and youth of the middle and upper classes.

7. Mexico has made great strides in its educational programs, which have been close
with the social and economic goals of the Mexican Revolution as evidenced by eff

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he social and economic goals of the Mexican Revolution as evidenced by efforts to extend

educational opportunities to historically disadvantaged groups (e.g. farmers, laborers).

Pre-fabricated Rural School with Teacher's Home.

a. The rural school movement begun in
and numerous literacy campaigns ar
governmental concern for neglected
b. More recently, emphasis on technic
exemplifies the need to provide tr
sonnel demanded by increasing indu
c. Mexico has won international accla
cultural missions, prefabricated s
struction, and its policy of provi
textbooks for all elementary schoo
d. Although Mexico devotes more than
national budget to education, keep
expanding enrollments prevents ref
the curriculum. A continuing prob
perse educational facilities, now
centrated in the capital, to areas

cational opportunities to historically disadvantaged groups (e.g. farmers, Indians, orers).

ricated Rural School with Teacher's Home.

a. The rural school movement begun in the 1920's and numerous literacy campaigns are examples of governmental concern for neglected groups.

b. More recently, emphasis on technical education exemplifies the need to provide trained personnel demanded by increasing industrialization.

c. Mexico has won international acclaim for its cultural missions, prefabricated school construction, and its policy of providing free textbooks for all elementary school children.

d. Although Mexico devotes more than 1/4 of its national budget to education, keeping up with expanding enrollments prevents refinements in the curriculum. A continuing problem is to disperse educational facilities, now heavily concentrated in the capital, to areas less advanced.

3. Recreational activities include family and church centered festivities, patriotic and spectacular sports of national and international appeal.

   a. Family centered activities include saints days and the church related events communions, weddings, etc. in which members of the family participate in the church; picnics, promenades, dancing, band concerts, and dramatic and speech in which families participate with other families.

   b. Fiestas on religious and patriotic holidays are colorful occasions with feast dancing, and many other types of entertainments.

   c. Sports vary from those made popular during colonial tim as bullfignting, cockfighting, and riding to those of i al appeal, such as soccer, basketball, swimming, baseba and golf.

   d. Although the Mexican youth have responded to the inter trend in music and dance, the regional and other tradit expressions are still popular, such as mariachi groups marimba orchestras.

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iestas on religious and patriotic holidays are colorful occasions with feasting, music, ancing, and many other types of entertainments.

c. Sports vary from those made popular during colonial times, such as bullfignting, cockfighting, and riding to those of international appeal, such as soccer, basketball, swimming, baseball, tennis, and golf.

d. Although the Mexican youth have responded to the international trend in music and dance, the regional and other traditional expressions are still popular, such as mariachi groups and the marimba orchestras.

D. Contemporary Culture

1. The rich diversity in Mexico's contemporary culture is the product of a blend cultures: the Indian, Spanish colonial, and international

2. Although there is a trend for the youth of today to a the materialistic values of the United States, the gr emphasis on the society is the traditional non-materi Several common traits or values have been attributed as well as to other Latin Americans, by their own sch others.

   a. Individualism is evidenced in strong feelings of honor. For men, this often means "machismo," the emphasis on masculine qualities and male dominanc

   b. Personalism, the nature of interpersonal relationships in business and poli as among family and friends, remains strong.

   c. Formalism, a very courteous manner with equals or superiors, almost a ritua ness, as illustrated in public speaking and literary styles, seems less imp previously.

   d. Fatalism may also be of decreasing importance among the upper classes, but

porary Culture

e rich diversity in Mexico's contemporary culture is the product of a blend of three other cultures: the Indian, Spanish colonial, and international.

2. Although there is a trend for the youth of today to adopt some of the materialistic values of the United States, the greater over-all emphasis on the society is the traditional non-material idealism. Several common traits or values have been attributed to Mexicans, as well as to other Latin Americans, by their own scholars and by others.

   a. Individualism is evidenced in strong feelings of pride and honor. For men, this often means "machismo," the very strong emphasis on masculine qualities and male dominance.

Personalism, the nature of interpersonal relationships in business and politics as well as among family and friends, remains strong.

Formalism, a very courteous manner with equals or superiors, almost a ritual of politeness, as illustrated in public speaking and literary styles, seems less important than previously.

Fatalism may also be of decreasing importance among the upper classes, but it is still

prevalent among the poor.

3. Expressions of the culture may be observed in its various phases of development, Indian origins to the present international quality.

   a. Ruins of the vast ceremonial and commercial cities of the Aztecs are found in of Mexico, and the ruins of the highly sophistIcated civilization of the Maya in the Yucatán region.

   b. A variety of native arts and crafts, which abounds in t regions, each having its own speciality, includes potte jewelry, basketry, lacquerware, tiles, hand-blown glass and ironwork.

   c. The architecture and artistic design of the colonial pe highly creative and cultural blend of Spanish and India may be seen in the monasteries, churches, and homes of creoles constructed during this period.

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f Mexico, and the ruins of the highly sophisticated civilization of the Mayas are found
n the Yucatán region.

b. A variety of native arts and crafts, which abounds in the various regions, each having its own speciality, includes pottery, toys, jewelry, basketry, lacquerware, tiles, hand-blown glassware, sarapes, and ironwork.

c. The architecture and artistic design of the colonial period with a highly creative and cultural blend of Spanish and Indian traditions, may be seen in the monasteries, churches, and homes of the wealthy creoles constructed during this period.

d. Painting, mural expression, and architecture have co
ments of Indian, Spanish, and international schools
the contemporary scene, as may be observed at the Na
versity and in the new subway system.

e. Music appreciation varies from the simple rhythm of
groups to intricate orchestral works, including clas
loric and contemporary popular music.

f. Dance and costumes continue to reflect Indian and Eu
as may be observed in the Ballet Folklórico.

g. Except for the Indian literature of pre-Cortesian da
literature was primarily an extension of European li
the 20th century, when Mexican writers developed the
style.

h. Mexican food is distinctive in that it is basically
style with Spanish influence. The French influence
century is still noted in some sectors, and U.S. inf
a great impact within the past few years.

d. Painting, mural expression, and architecture have combined elements of Indian, Spanish, and international schools of art in the contemporary scene, as may be observed at the National University and in the new subway system.

e. Music appreciation varies from the simple rhythm of many Indian groups to intricate orchestral works, including classical, folkloric and contemporary popular music.

f. Dance and costumes continue to reflect Indian and European origins, as may be observed in the Ballet Folklórico.

g. Except for the Indian literature of pre-Cortesian days, Mexican literature was primarily an extension of European literature until the 20th century, when Mexican writers developed their own Mexican style.

h. Mexican food is distinctive in that it is basically Indian in style with Spanish influence. The French influence of the 19th century is still noted in some sectors, and U.S. influence has had a great impact within the past few years.

E. Contemporary Economic Situation

1. Compared with the rest of Latin America, Mexico is one of the most advanced nation it is still plagued by serious economic problems, such as uneven distribution of w insufficient housing and educational facilities, improper diet and low per capita
2. Agriculture, although lagging behind industry, has been augmented in recent years tensive irrigation projects, permitting a greater self-sufficiency in food product exportable surpluses of certain types of products.
3. Although Mexico is still predominantly an agricultural nation, the modern industri opment begun during the Díaz regime has accelerated rapidly since World War II.
4. Mexico's advancement is lopsided, with great variations regions and various sectors of the economy.
5. The tourist trade which brings more than 2 million touri ly to Mexico is a lucrative source of foreign exchange a tinct asset to the economy.
6. Economic development has been augmented by an extensive of roads and railroads built against formidable obstacle by the physical environment. (See Appendix for maps of r railroads.)

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6. Economic development has been augmented by an extensive network of roads and railroads built against formidable obstacles imposed by the physical environment. (See Appendix for maps of roads and railroads.)

97

98

7. The Mexican economy represents a blend of private and public enterprise. A sta
ment and a sound economy offer a desirable climate for foreign investments, wh
increasing.

8. Developments of industries along the U.S.-Mexican border within the last decade
lating the Mexican economy and accelerating the movement of the population to t

F. Contemporary Politics, Government, and International Relations.

1. Mexico in the 20th century has emerged into a stable one-party political system
suffered through periods of chaos, instability, and despotism from independence
the Revolution of 1910.

2. The Constitution of 1917 with its sweeping social reforms serves as a basis for
tionary party of the 20th century.

a. Article 27 provides that the nation is the original owner of all lands, the
the water; and gives it authority to expropriate property from the owners b
pensation.

b. Article 123 provides for the protection of the wage earner, in both industr
culture.

c. Article 3 requires that primary education be compulsory and that all educat
by the state be free.

Mexican economy represents a blend of private and public enterprise. A stable govern-
and a sound economy offer a desirable climate for foreign investments, which are
easing.
lopments of industries along the U.S.-Mexican border within the last decade is stimu-
ng the Mexican economy and accelerating the movement of the population to this area.
rary Politics, Government, and International Relations.
co in the 20th century has emerged into a stable one-party political system, after having
fered through periods of chaos, instability, and despotism from independence to the end of
Revolution of 1910.
Constitution of 1917 with its sweeping social reforms serves as a basis for the revolu-
ary party of the 20th century.
Article 27 provides that the nation is the original owner of all lands, the subsoil and
the water; and gives it authority to expropriate property from the owners by paying com-
pensation.
Article 123 provides for the protection of the wage earner, in both industry and agri-
culture.
Article 3 requires that primary education be compulsory and that all education imparted
by the state be free.

3. Mexican foreign policy is based on the principle of non-intervention and self-dete

4. The Mexican government is a centralized "federal" government with a strong preside is not only the chief executive but also the leader of the party.

5. Mexican-U.S. relations have been marred by the Mexican War and U.S. interventions early 20th century, but have been cordial since the Roosevelt administration of th

G. Mexican Americans in the United States

1. There have been migrations of peoples between what is now Mexico and the Southwest of the U.S. since pre-Cortesian times.

a. Nomadic Indian tribes moved about without restrictions, in search of food and

b. The Spanish conquistadores led expeditions in search of gold, and the Spanish established missions for Christianizing and "civilizing" the Indians.

c. Mexicans colonized in the Southwest in areas where there was available water a tection from the Indians.

d. Mexican laborers first came to the Southwest to serve as ranch hands and in th century to work in agriculture, mines, and railroad construction. In the 20th they have also moved into industrial, urban areas.

e. Approximately 1/10 of the Mexican population migrated to the U.S. between 19

f. Although restrictions were placed on immigration in the 1960's, Mexico provide

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xican government is a centralized "federal" government with a strong president, who
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ntury to work in agriculture, mines, and railroad construction. In the 20th century
ey have also moved into industrial, urban areas.
proximately 1/10 of the Mexican population migrated to the U.S. between 1910 and 1930.
though restrictions were placed on immigration in the 1960's, Mexico provided the

largest number of immigrants from any single country in 1970.

2. Economic fluctuations have been mainly responsible for recent migrations of Mex
from the U.S.
   a. U.S. employers have benefitted from both legal and illegal (wetback) immig
Mexico when there was a scarcity of laborers, and Mexicans have been eager
vantage of the opportunity to improve their economic situation, which was
to them in Mexico.
   b. From World War II until 1964 agreements between the Mexican and U.S. gover
vided seasonal Mexican laborers for U.S. employers.
   c. During periods of high unemployment in the U.S., Mexicans have been repatr
times, regardless of their legal status.
3. Conflicts have developed between Mexican Americans and the U.S. government ove
of citizenship and enforcement of provisions of the Treaty of Guadalupe Hidalg
   a. The U.S. government found it difficult to cope with the provisions of the
Guadalupe Hidalgo, which granted to the 70,000 (more or less) Mexicans who
in the Southwest the right to retain their language, religion, culture, an
and to receive protection from the Indians.
   b. The border had been traditionally open between Mexico and the U.S. in the

largest number of immigrants from any single country in 1970.

nomic fluctuations have been mainly responsible for recent migrations of Mexicans to and n the U.S.

U.S. employers have benefitted from both legal and illegal (wetback) immigrations from Mexico when there was a scarcity of laborers, and Mexicans have been eager to take advantage of the opportunity to improve their economic situation, which was not available to them in Mexico.

From World War II until 1964 agreements between the Mexican and U.S. governments provided seasonal Mexican laborers for U.S. employers.

During periods of high unemployment in the U.S., Mexicans have been repatriated many times, regardless of their legal status.

flicts have developed between Mexican Americans and the U.S. government over questions citizenship and enforcement of provisions of the Treaty of Guadalupe Hidalgo.

The U.S. government found it difficult to cope with the provisions of the Treaty of Guadalupe Hidalgo, which granted to the 70,000 (more or less) Mexicans who were living in the Southwest the right to retain their language, religion, culture, and landholdings, and to receive protection from the Indians.

The border had been traditionally open between Mexico and the U.S. in the 19th century,

but with the increase in numbers desiring entrance to the U.S., it became nece
to control immigration.

4. Acculturation of the Mexican American has been a much slower process than with oth
groups.
   a. The constant contacts between Mexicans in the U.S. and Mexico help them mainta
   the former cultural mores.
   b. Some reasons which have been cited as being responsible for the slow acculturа
   the low economic status of the Mexican American and the stereotypes attributed
   Mexican American by the Anglo.
   c. The Mexican American has often persisted in maintaining his own culture in his
   gated community.
5. The Mexican American has suffered from the discriminatory practices of the U.S. co
since the earliest contacts between the two cultures.
6. The Mexican American has retained many of his former cultural values, such as his
beauty, which is visible in the flowers and ornaments which adorn the simplest hut
as the most luxurious mansion.
7. The Mexican American is beginning to participate in the life of the over-all commu
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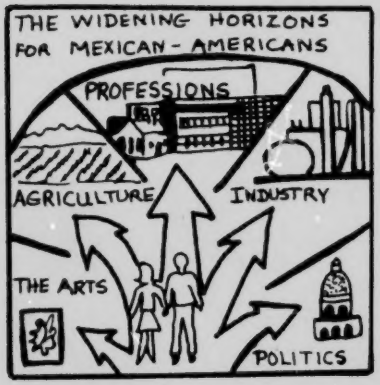
singly engages in peaceful protests to alert others to his needs, as the community

is beginning to feel more concern for minority groups.



a. Leadership among Mexican Americans is evolving in the
community in the professions, governmental positions,
groups.

b. A mutual acceptance between Mexican and Anglo America
ginning to develop, especially among the members of t
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c. The Mexican American is expressing himself more and m
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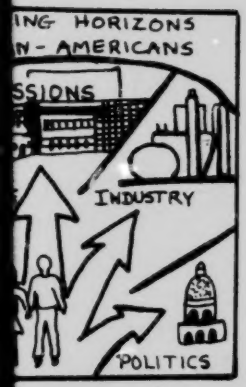

a. Leadership among Mexican Americans is evolving in the over-all community in the professions, governmental positions, and labor groups.

b. A mutual acceptance between Mexican and Anglo Americans is beginning to develop, especially among the members of the younger generation.

c. The Mexican American is expressing himself more and more in protest through politics, literature, church, school, and youth organizations.

Chapter IV

IMPLEMENTING THE KEY IDEAS: SOME TEACHING SUGGESTIONS

Generalizations about Mexico in the form of key ideas may be worthwhile content ob
but they tend to be inert and lifeless until vitalized by supporting details and teachin
This chapter presents some suggestions in the form of background information, illustrati
ities, and resources that teachers might use in developing selected key ideas from each
categories listed in Chapter III. Illustrations can be used as the teacher sees fit; so
copied on the blackboard or used for transparencies. Most emphasis is given to backgrou
mation rather than teaching strategies, leaving the teacher free to make the necessary a
in procedures to whatever grade level or subject she may be teaching. It is assumed tha
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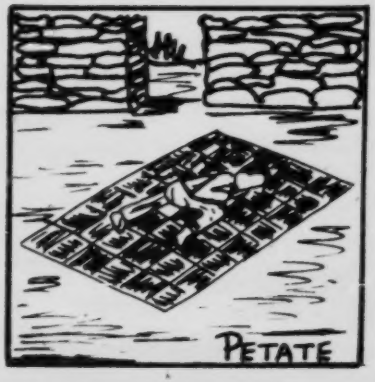
will be applicable to several grade levels or subjects.

Key Idea: "He who does not understand any culture but his o
cannot understand his own."



The following lesson presented in a social studies methods c
at The University of Texas was voted the most outstanding.
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To introduce my culture study I chose sleeping, one of two b
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Key Idea: "He who does not understand any culture but his own cannot understand his own."

The following lesson presented in a social studies methods class at The University of Texas was voted the most outstanding. The reasons given for being so favorably received were its simplicity, the suspense invoked by the prop of a paper sack, and its effectiveness in achieving its objective. The presenter of the lesson was asked to describe its rationale and procedures. Here is his description.

To introduce my culture study I chose sleeping, one of two basic acts of life, the other being eating. No matter how primitive or advanced, all people must sleep and eat. Through the study of "sleeping" much can be learned about a culture. I chose to take furniture, namely the bed. There are numerous other aspects of sleeping which could have been used, such as how long people sleep, during what hours they sleep, what part privacy plays, mysticism in dealing with the night, etc.

Returning to the axiom, I searched for a method of bringing about class

discussion on the topic from their own cultural experiences. My opening line, "What do y over one-third of our lives doing?" was answered quickly by several students. The use o of our lives brings out the importance of the subject. Sleeping does take up a great de during our life. This may seem basic but the response of the class showed it was someth about. The next question was, "Where do we spend this time?" The answer: in a bed.

Now I was able to bring in a discussion of not only beds but other types of experiences had had with sleeping. The class related their own experiences. Some had slept in slee almost all spoke of sleeping in the back seat on long automobile trips; and one had slep sea. We discussed how they felt the next day after having slept in an unaccustomed plac cided it takes longer to get to sleep in a new or strange bed. At this point I had the ing in terms of their own experiences with regard to beds and sleeping.

Now I led the class into questions concerning how other people sleep. We discovered tha the people of the world slept on conventional American style beds. We found that people Europe and in Americanized areas used a bed similar to ours. We also found that the ma people don't sleep on anything like our bed. We found that some people carry their beds on their backs. We decided this would be pretty hard to do with ours. We discussed the beds used in the Orient and found that these were used in Latin America also. Since Mex target area I gave a description of a "petate" bed (straw mat type bed used by Indians)

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ks. We decided this would be pretty hard to do with ours. We discussed the mat type
the Orient and found that these were used in Latin America also. Since Mexico was my
I gave a description of a "petate" bed (straw mat type bed used by Indians). I told the

story that during the Reform period the conservatives said that Benito Juárez smelled
This was used to downgrade him because of his Indian heritage.

At the beginning of my discussion I had placed a plain brown paper bag on my desk. Up
point I had paid no attention to it. From the first, the class had shown that they we
but no one had asked about it.

Now I picked up the bag, moving it from hand to hand, showing that it was not heavy.
inside the bag and began to pull out the contents. Just before I revealed what was in
stopped and looked back at the class, heightening the suspense. Then I asked the clas
thought was in the bag. No one ventured a guess. I now had their undivided attention
had in the bag was a bed, not just a bed but a double bed, an "oso" (bear)-sized hamm
state of Yucatán. With the aid of a student I displayed the hammock. We discussed th
went into making the hammock and that it was handmade and took some three months to ma
cluded that this type of bed would be used in a tropical climate. The students were
only because of the beauty of the handicraft but also because it was a bed. People s
mock like this one; it was not just something pretty made for tourist consumption. I
people in the world sleep in beds which more nearly resemble this one in their simpli
than our more ornate types.

By approaching this lesson first from the students' own culture, I felt they appreciа

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uniqueness of the "furniture" from a different culture much more than if I had shown it a
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Key Idea: Mexico is an area of great d
its physical aspects.

To illustrate the physical diversity o
how it influences the way people live,
between steaming lowland coasts and br
is most often used. Mexico's coasts ar
are extremely diverse in themselves.
parison of Mexico's two peninsulas, wh
be similar but are actually quite dive
to illustrate the key idea.

Mexico's Two Peninsulas

Baja California Yu

Similarities

a. Both are peninsulas.
b. Both are isolated from the mainstr
c. Both are influenced by ocean curre
d. Both contain territories: Baja Cal

Key Idea: Mexico is an area of great diversity in its physical aspects.

To illustrate the physical diversity of Mexico and how it influences the way people live, a comparison between steaming lowland coasts and brisk highlands is most often used. Mexico's coasts and highlands are extremely diverse in themselves. Hence a comparison of Mexico's two peninsulas, which appear to be similar but are actually quite diverse, is used to illustrate the key idea.

Mexico's Two Peninsulas

Baja California Yucatán

Similarities

a. Both are peninsulas.

b. Both are isolated from the mainstream of Mexico.

c. Both are influenced by ocean currents.

d. Both contain territories: Baja California Sur

and Quintana Roo.

e. Both have little surface water.

Baja California	Yucatán
Differences	
Topography	
a. Mountains and arid plains	a. Flat to hi stone surfa with "ceno giving acc derground
b. Rocky coastline	b. Sandy beac
c. Beautiful bays	c. Stagnant l
Currents	
a. The cold California Current creates an arid condition, very little rain, vast desert with exception	a. The Caribb creates he large area tropical g high humid

and Quintana Roo.

e. Both have little surface water.

Baja California		Yucatán
	Differences	
	Topography	
a. Mountains and arid plains		a. Flat to hilly limestone stone surface dotted with "cenotes" (wells) giving access to underground water
b. Rocky coastline		b. Sandy beaches
c. Beautiful bays		c. Stagnant lagoons
	Currents	
a. The cold California Current creates an arid condition, very little rain, vast desert with exception		a. The Caribbean Current creates heavy rains, large areas of dense tropical growth and high humidity.

	of irrigated areas in the north and a few mountainous areas of the south.	
b.	Cool offshore water in low 60's on Pacific coast, warmer on east coast.	b. Warm offs temperatu ideal for waterspor
	Historical	
a.	Sparsely populated by nomadic tribes, having little influence on contemporary life.	a. Highly de ety of Ma fluence Ruins fou area.
b.	Received little early attention. Settled much later.	b. Settled nial per missions
c.	Relatively peaceful.	c. Scene of

of irrigated areas in the north and a few mountainous areas of the south.

b. Cool offshore water in low 60's on Pacific coast, warmer on east coast.

b. Warm offshore water, temperature in 80's, ideal for recreation, watersports.

Historical

a. Sparsely populated by nomadic tribes, having little influence on contemporary life.

b. Received little early attention. Settled much later.

c. Relatively peaceful.

a. Highly developed society of Mayas, great influence to this day. Ruins found throughout area.

b. Settled early in colonial period. Many missions still standing.

c. Scene of bloody Caste

War in 1840

Population

a. Greatest concentration near U.S. border in Tijuana and Mexicali. Sparse throughout the rest of the area.	a. Concentrate around the in Mérida.

Agriculture

a. Few crops except in area of Colorado River irrigation. Goats raised throughout.	a. Henequén is extensively livestock, nuts, rice, dilla tree chicle).

125

126

War in 1840's.

Population

a. Greatest concentration near U.S. border in Tijuana and Mexicali. Sparse throughout the rest of the area.	a. Concentrated in and around the central area in Mérida.

Agriculture

a. Few crops except in area of Colorado River irrigation. Goats raised throughout.	a. Henequén is grown extensively. Varied livestock, corn, coconuts, rice, and sapodilla trees (yield chicle).

LORADO RIVER-
IGATED FARMING...

125

126

Key Idea: Mexico is an area of great
its physical aspects.

A similar diversity prevails in its cu
litical aspects, in part influenced by
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Cline, in Mexico--Revolution to Evolut
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The Metropolis

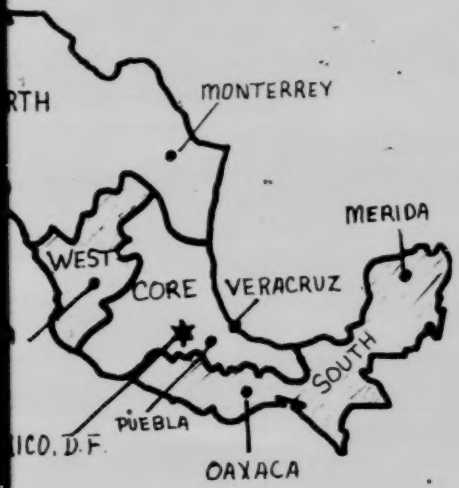
1. Consists of Mexito City and the d
the Federal District.
2. Is the political, economic, and c
3. Through history has always been t
over the whole land.
4. As the chief industrial complex,

REGIONS

Key Idea: Mexico is an area of great diversity in its physical aspects.

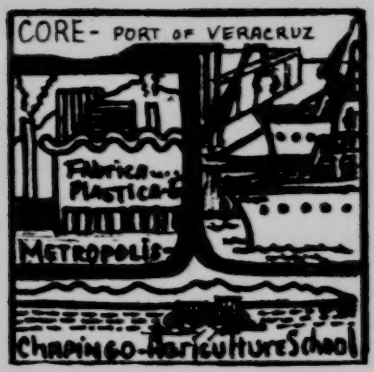
A similar diversity prevails in its cultural and political aspects, in part influenced by its geography, giving rise to the impression that there are "many Mexicos" and not a homogeneous country. Howard F. Cline, in Mexico--Revolution to Evolution: 1940-1960 New York: Oxford Univ. Press, 1962) pp. 49-59, indicates how the country is divided into regions, but he warns that there is diversity and overlapping within each region.

REGIONS



The Metropolis

1. Consists of Mexito City and the delegations of the Federal District.
2. Is the political, economic, and cultural capital.
3. Through history has always been the key to power over the whole land.
4. As the chief industrial complex, is plagued with



all the problems of too rapid urbaniza

The Core

1. Consists of nearly 40% of the nation's
(with the Metropolis, more than half)
2. Includes 11 states, closely interconn
the metropolis and each other.
3. Contains the major port, Veracruz, th
ductive agricultural lands, and the g
centration of industry.
4. Embodies the native traditions and po
providing striking contrasts beside t
wor

The West

1. Is made up of Colima, Jalisco, Nayari
Zacatecas.
2. Has as its regional capital Guadalaja
Mexico's second city.
3. Because of its sparse and unimportant

all the problems of too rapid urbanization.

The Core

1. Consists of nearly 40% of the nation's people (with the Metropolis, more than half).
2. Includes 11 states, closely interconnected with the metropolis and each other.
3. Contains the major port, Veracruz, the most productive agricultural lands, and the greatest concentration of industry.
4. Embodies the native traditions and populations, providing striking contrasts beside the modern world.

The West

1. Is made up of Colima, Jalisco, Nayarit, and Zacatecas.
2. Has as its regional capital Guadalajara, Mexico's second city.
3. Because of its sparse and unimportant native

communities, induced the Spanish c
create a group of small to medium-s
4. Has developed a conservative middl
really large landholders and few l
as opposed to the large haciendas
landholding Indian communities fou

The North

1. Comprises seven states and the Ter
California South.
2. In colonial times with its general
characterstics attracted few perma
3. Had a nomadic native population.
4. Began to attract attention in the
when its industrial minerals becam
5. With its poor quality of land caus
to be based on enormous tracts, ma
useless.
6. Has recently opened large tracts f

communities, induced the Spanish colonists to create a group of small to medium-sized towns.

4. Has developed a conservative middle class with no really large landholders and few landless peasants, as opposed to the large haciendas dotted with landholding Indian communities found in the core.

The North

1. Comprises seven states and the Territory of Lower California South.
2. In colonial times with its generally unfavorable characterstics attracted few permanent settlers.
3. Had a nomadic native population.
4. Began to attract attention in the 19th century when its industrial minerals became of value.
5. With its poor quality of land caused land tenure to be based on enormous tracts, many of them useless.
6. Has recently opened large tracts for agricultural

production through irrigation projects

7. Continues to receive a lot of influen
the U.S.

The South

1. Consists of Campeche, Chiapas, Guerre
Tabasco, Yucatán, and the Territory o
Roo.
2. Is Indian Mexico, containing numerous
Indian villages.
3. Is made up of small landholding India
ties, with larger plantations for spec

production through irrigation projects.

7. Continues to receive a lot of influence from the U.S.

The South

1. Consists of Campeche, Chiapas, Guerrero, Oaxaca, Tabasco, Yucatán, and the Territory of Quintana Roo.
2. Is Indian Mexico, containing numerous isolated Indian villages.
3. Is made up of small landholding Indian communities, with larger plantations for special crops.

Key idea: Spanish colonial administration was highly centralized and authoritarian, a
mental control was reinforced by the Church which was a wealthy, conservat

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Establishment of the American colonies: A Comparison of Spanish and English America

Since so many of the differences today between Anglo America and Latin America stem f
nial period, this unit should make a contribution to understanding the present as wel
References to Mexico can be fitted into the following outline wherever appropriate.

Content Outline

I. Political, economic, social, and cultural backgrounds of the American peoples
    A. 15th, 16th, and 17th century Europe
        1. Emergence of unified nations and nationalism
        2. Religious conflict
        3. Decline of feudalism and beginnings of modern capitalism
    B. The western hemisphere before Columbus
        1. Natural environment
        2. Native cultures
    C. Motives and methods of colonization

Spanish colonial administration was highly centralized and authoritarian, and governmental control was reinforced by the Church which was a wealthy, conservative influence.

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Emergence of unified nations and nationalism

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Decline of feudalism and beginnings of modern capitalism

e western hemisphere before Columbus

Natural environment

Native cultures

tives and methods of colonization

1. Effects of time difference in colonization

2. Role of the European governments

II. Colonial Patterns

A. Imperial theory and colonial government

1. Relationship between European and colonial governments

2. Local colonial government

3. Church-state relations

5. Trade and mercantile regulations.

B. Land and labor: colonial economies

C. Society and culture

1. Social structure and mobility

2. Colonial cities

3. Education

4. Literature, architecture, arts

D. Turning points: the mid-18th century

1. Bourbon reforms

2. French and Indian War.

The full text of the unit developed by the Latin American Curriculum Project at The Univ

ffects of time difference in colonization

ole of the European governments

Patterns

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ty and culture

ocial structure and mobility

olonial cities

ducation

iterature, architecture, arts

ng points: the mid-18th century

ourbon reforms

rench and Indian War.

of the unit developed by the Latin American Curriculum Project at The University of

Texas and intended for senior high American history, complete with teaching suggestio readings, and transparency masters can be ordered from NCR-ERIC Document Reproduction 4936 Fairmont Avenue, Bethseda, Md. 20014: Establishment of the American Colonies: of Spanish and English America. ED-039-165 $2.45.

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Key Idea: As a result of Texas Independence and the U.S.-Mexican War, Mexico lost over o
its territory to the U.S., giving rise to complications in the subsequent rela
between the two nations. Note: See map on page 65.

Cosío Villegas, noted Mexican historian, states that the North American conquered this la
easily that it gave him a feeling of superiority. This feeling of superiority has been r
by U.S. history books which have continued to give a biased view of the circumstances whi
vailed in Mexico at this time. One teacher has successfully used the technique in his cl
having students who read Spanish consult Mexican history textbooks and present the Mexica
view. Debate or discussion with ample information gives the student a more balanced vie
period of history.

Also see: "Teaching about the Chicano," by Duane E. Campbell and Rudolph M. Salas in So
Education, October 1970, (Vol. 34, No. 6, p. 668) regarding the use of a mural in an el
school class to demonstrate the chicano's views of the events leading up to and resultin
Mexican-U.S. War.

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TERRITORIES OF
ACQUIRED BY THE UNIT
MEXICAN CESSION (ACQUIRED FROM MEXICO) AS A RESULT OF THE MEXICAN WAR - 1848
TEXAS BECOMES PART OF U.S. 1845
CONSIDERED PART OF TEXAS UNTIL 1850
GADSDEN PURCHASE 1853
BOUNDARY BY THE 1848 TREATY OF GUADALUPE HIDALGO

TERRITORIES OF MEXICO
ACQUIRED BY THE UNITED STATES

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143

144

Key Idea: With Mexico's high population growth rate comes the trend toward rapid urbaniz
and the accompanying demands for economic expansion.

According to the 1970 census, Mexico's popu
approximately 48,400,000 was 58% urban. W
over-all growth rate, the trend is toward
banization with accompanying demands for e
expansion.

Between 1960 and 1970 the number of cities
100,000 population increased from 16 to 33.
over 19.7 million people lived in cities o
100,000. In 1960 the number was only 10.5.
largest cities are Mexico City and metropol
8.3 million; Guadalajara and its metropoli
1.5 million; greater Monterrey, 1.2 millio
Puebla, 552,000.

Some of the cities in the middle-sized grou
100,000 to 500,000 population include: Leó

th Mexico's high population growth rate comes the trend toward rapid urbanization
the accompanying demands for economic expansion.

PRINCIPAL CITIES

1970 POPULATION FIGURES

According to the 1970 census, Mexico's population of approximately 48,400,000 was 58% urban. With a 3.5 over-all growth rate, the trend is toward rapid urbanization with accompanying demands for economic expansion.

Between 1960 and 1970 the number of cities of over 100,000 population increased from 16 to 33. In 1970 over 19.7 million people lived in cities of over 100,000. In 1960 the number was only 10.5. The largest cities are Mexico City and metropolitan area, 8.3 million; Guadalajara and its metropolitan area, 1.5 million; greater Monterrey, 1.2 million; and Puebla, 552,000.

Some of the cities in the middle-sized group of 100,000 to 500,000 population include: León,

Guanajuato with 454,000; Ciudad Juárez, Chihuahua with 440,000; Mexicali with 390,000; 335,000; Tepic, Nayarit with 111,000 and Coatzacoalcos with 109,000.

Viewing the entire socio-economic picture of Mexico in 1970, the Banco Nacional report consolidating the urban structure and developing the middle-sized cities. The policy tralization needs to be strengthened as well as the plan to socially integrate rural m the principal cities. The middle-sized cities can contribute to the progress of the a areas which surround them, serving as centers for modern services, finances, and comme consolidation of all the urban centers is necessary in establishing a harmonious patte national development.

Sources:

1. Bonine, Michael E., Robert K. Holz, Clark C. Gill and others. Atlas of Mexico. Bu Business Research, The University of Texas, 1970. (Important source for informati zation.)
2. Review of the Economic Situation of Mexico. México, D.F.: Banco Nacional de Méxic XLVII, No. 542, January 1971. (Good on urbanization and economic expansion.)
3. Socio-Economic Progress in Latin America, Social Progress Trust Fund. Ninth Annua 1969. Washington, D.C.: Inter-American Development Bank, 1970. (Excellent for M socio-economic position.)

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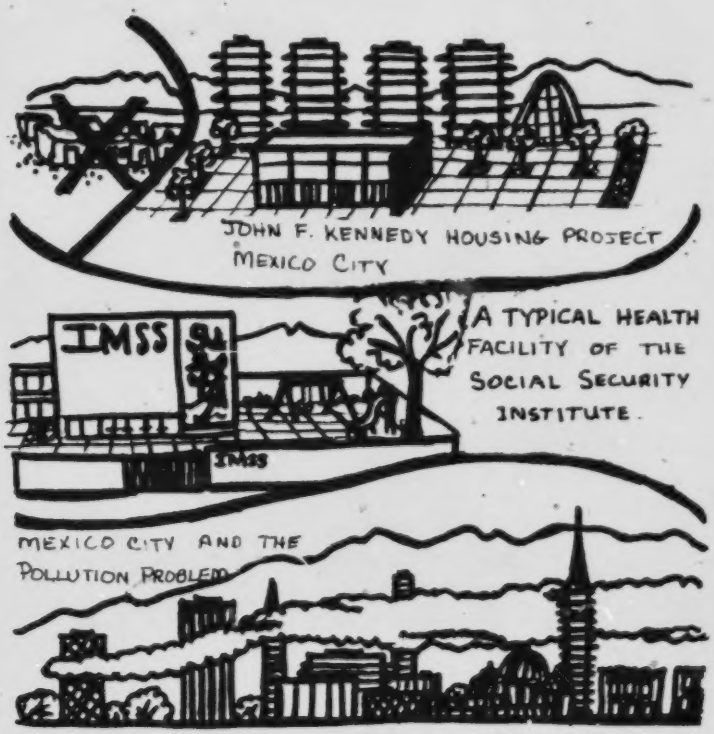
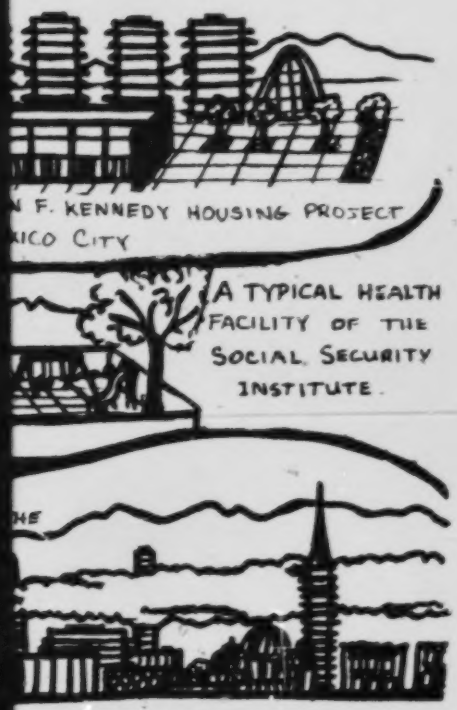
Key Idea: The recent, rapid urbanization in Mexico has brought on the aggravation of ol
problems such as substandard housing, inadequate social services, and the arr
new problems such as environmental pollution.


JOHN F. KENNEDY HOUSING PROJECT
MEXICO CITY
IMSS
A TYPICAL HEALTH FACILITY OF THE SOCIAL SECURITY INSTITUTE
IMSS
MEXICO CITY AND THE POLLUTION PROBLEM

Like the United States, Mexico faces chal
urban problems. The Mexican government h
vast sums to provide low-cost housing. I
the housing Finance Program was initiated
1968 alone 10,736 families moved into new
units. Other government-backed programs
cost urban housing construction are attemp
keep pace with this problem, such as the
Social Security and Services Institute (I
Providing adequate social services is a c
problem. The Mexican government's Depart
Health and Welfare, the Mexican Social Se
Institute (IMSS), the ISSSTE, etc. are al
expanding health care facilities. Indepe

e recent, rapid urbanization in Mexico has brought on the aggravation of old social oblems such as substandard housing, inadequate social services, and the arrival of w problems such as environmental pollution.



Like the United States, Mexico faces challenges in its urban problems. The Mexican government has expended vast sums to provide low-cost housing. In 1963 the Housing Finance Program was initiated, and in 1968 alone 10,736 families moved into new low-cost units. Other government-backed programs for low cost urban housing construction are attempting to keep pace with this problem, such as the Government Social Security and Services Institute (ISSSTE). Providing adequate social services is a complex problem. The Mexican government's Department of Health and Welfare, the Mexican Social Security Institute (IMSS), the ISSSTE, etc. are all actively expanding health care facilities. Independent public

agencies are also active, such as the breakfast and lunch program for elementary schoo
in Mexico City sponsored by the National Institute for the Protection of Children (INP
Urban growth has brought a new problem of environmental pollution, which is particular
in Mexico City, located in a valley ringed by high mountains that block air currents a
exhausts of motor vehicles and fuming wastes of industrial plants. Mexico City is lau
determined effort (6 point program) to solve this problem. Mayor Alfonso Martínez Dom
President Luis Echeverría, after consulting with numerous technicians, announced this p

1. Reforestation in the Mexico city area to increase oxygen supply.
2. Factories which produce air pollutants or consume excessive water will no longer b
   in the Valley of Mexico.
3. Intercity buslines will be consigned to peripheral terminals, remote from populate
4. Garbage disposal incinerators also will be removed from the metropolitan area.
5. Factories already established within the metropolitan area will be required to ins
   and other decontaminating devices.
6. Use of diesel fuel will be prohibited and gasoline burning vehicles will be requir
   decontamination devices over a period of the next five years, during which time it
   the number of motor vehicles will double.

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diesel fuel will be prohibited and gasoline burning vehicles will be required to install
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mber of motor vehicles will double.

A comparison may be made between the unique solutions proposed by Mexico and those being
the U.S. cities with similar problems.

Sources:

1. Mexican World. The Voice of Latin America. Minneapolis, Minnesota: Graphic Service
June 1971. (Superficial but interesting. A North American tourist's view of Mexican

2. Socio-Economic Progress in Latin America, Social Progress Trust Fund. Ninth Annual R
1969. Washington, D.C.: Inter-American Bank, 1970. (Excellent for Mexico's socio-e
problems and programs for solutions in the 1960's.)

3. The Christian Science Monitor. (Recommend for understanding in-depth current solutio
employed in Mexico to resolve major social problems.)

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153

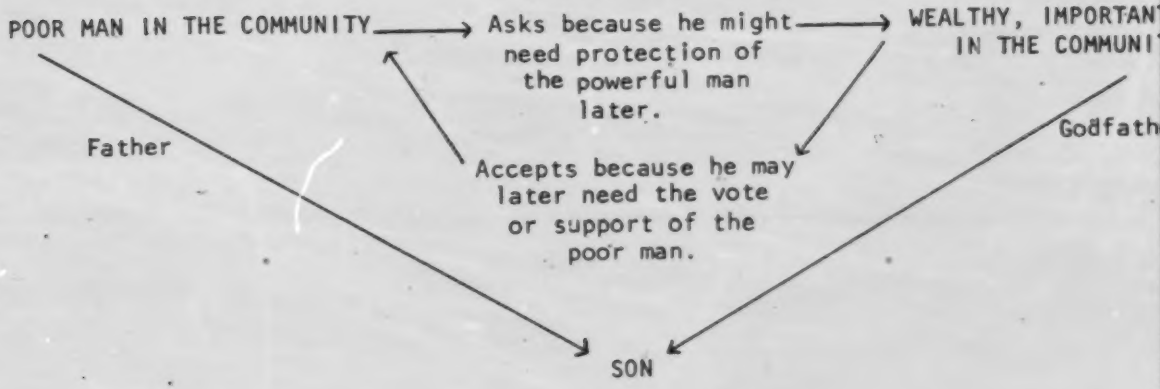
154

Key Idea: The concept of the extended family in Mexico, as in other areas of Latin Ame
includes god-parents and other close associates.

The family is not an independent unit but is a part of a web of family and friendship r
The accompanying chart indicates one of these relationships.

COMPADRAZGO

(asking someone to serve as godfather to one's child)


POOR MAN IN THE COMMUNITY
Asks because he might need protection of the powerful man later.
WEALTHY, IMPORTANT IN THE COMMUNIT
Father
Accepts because he may later need the vote or support of the poor man.
Godfath
SON

The godfather becomes "co-padre" (compadre) of the child. This becomes a kind of frat
lationship which is further extended to political and social involvements between the

The concept of the extended family in Mexico, as in other areas of Latin America, includes god-parents and other close associates.

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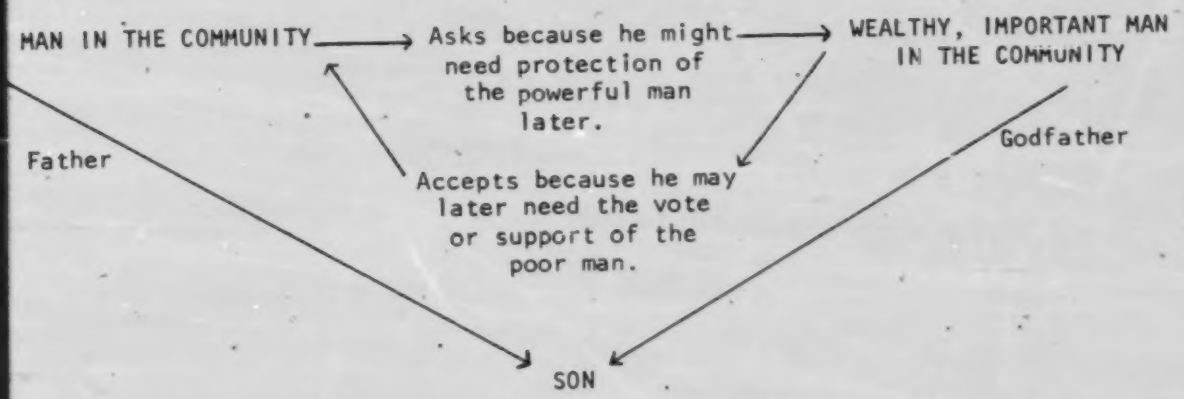
MAN IN THE COMMUNITY
Asks because he might need protection of the powerful man later.
WEALTHY, IMPORTANT MAN IN THE COMMUNITY
Father
Accepts because he may later need the vote or support of the poor man.
Godfather
SON

her becomes "co-padre" (cómpadre) of the child. This becomes a kind of fraternal re- which is further extended to political and social involvements between the "compadres."

Key Idea: Several common traits or values have been attributed to Mexicans, as well as t
Latin Americans, by their own scholars and by others.

An example from literature helps the students live vicariously the life of a person from
ture. "Una carta a Diós" by Gregorio López y Fuentes[1] expresses vividly and humorously a
implicit faith in God and his distrust of his fellowman. Here is the story:
A peasant farmer loses his entire crop of beans and corn in a hailstorm. Having no other
provide for his family, he goes to town on Sunday and writes a letter at the post office,
his need for 100 pesos to purchase more seed, and addresses the letter "to God." The pos
are touched by his simple faith and are able to raise 70 pesos. The following week the f
receiving the letter with the money, addresses another letter to God stating that he knew
would honor his request but he asks that He send the rest of the money by some other mean
"thieving" postal employees have robbed him of 30 pesos.
After reading the story, a dramatization can lead to a stimulating discussion about the v
the Mexican peasant, which the author sought to portray through this humorous tale.

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[1]The first selection in Lado, Adey, Albini, Michel and Peña. Galería Hispánica. New York
Webster Division, McGraw Hill, 1971.

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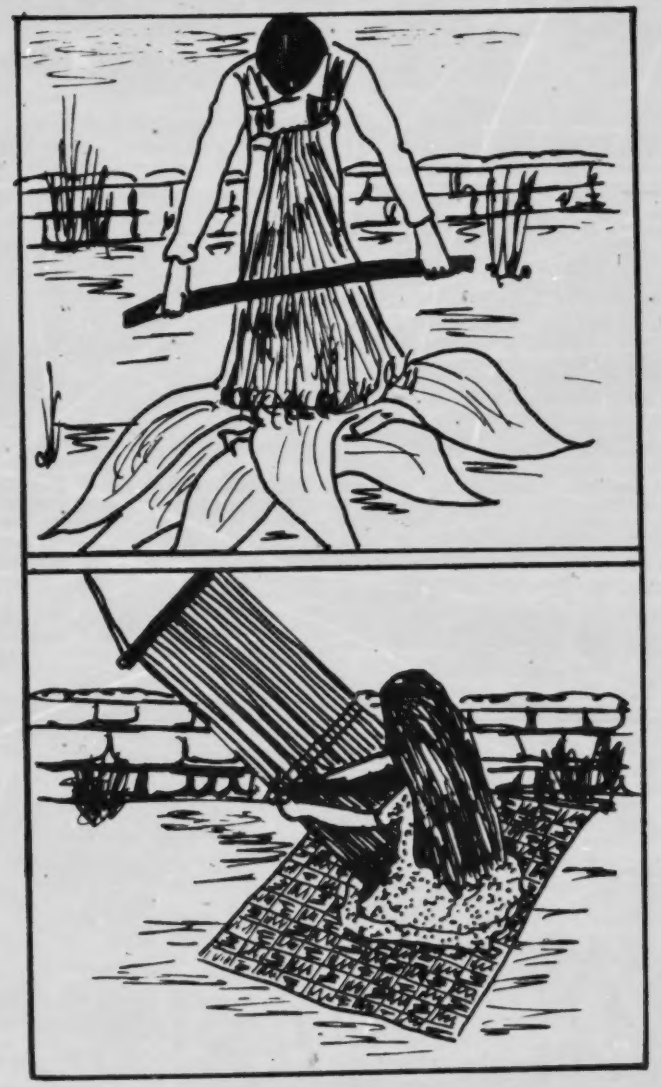

Key Idea: Some groups who live in the
areas continue to practice their ancie
along with customs introduced by the S
remain isolated from the mainstream of
Mexico.

The Otomí Indians migrated north from
Mexico in the 14th century to escape t
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of isolation. Some settled in the des
the Valley of Mezquital, today found
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The Otomí make varied use of the magu
known as the century plant, although
it is ten to twelve years old. The m
as a staple for the Otomís in this ar
plants are milked twice daily, mornin
The "agua miel" (honey milk) is gathe

Key Idea: Some groups who live in the more remote areas continue to practice their ancient cultures along with customs introduced by the Spaniards, but remain isolated from the mainstream of contemporary Mexico.

The Otomí Indians migrated north from the Valley of Mexico in the 14th century to escape their aggressive neighbors. The Otomís are noted for their love of isolation. Some settled in the desert area of the Valley of Mezquital, today found in the center of the state of Hidalgo. They have survived by learning to live on what the desert has to offer. The Otomí make varied use of the maguey plant, also known as the century plant, although it blooms when it is ten to twelve years old. The maguey has served as a staple for the Otomís in this arid region. The plants are milked twice daily, morning and night. The "agua miel" (honey milk) is gathered by sticking

the narrow end of a gourd into a hole in t
and sucking the juice up into it. It is t
ferred to a jug, where it is fermented, pr
drink called "pulque," which has a milky a
and has an effect much like that of beer,
drunk by children as well as adults in an
water is scarce. The scrapings from insi
trunk, called "corazón" (heart), are roas
eaten. The maguey leaf is pounded with a
mallet to break the pulp away from the fi
rounded stick is used to scrape away the
from the fiber, which is shaken out, wash
in the sun, and spun on a spindle which i
size of a pencil. The fiber is used to w
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plant are also used: the pulp for soap, t
skin of the leaf for bandages, the needle
of the leaf for sewing.

the narrow end of a gourd into a hole in the trunk and sucking the juice up into it. It is then transferred to a jug, where it is fermented, producing a drink called "pulque," which has a milky appearance and has an effect much like that of beer. It is drunk by children as well as adults in an area where water is scarce. The scrapings from inside the trunk, called "corazón" (heart), are roasted and eaten. The maguey leaf is pounded with a wooden mallet to break the pulp away from the fiber. A rounded stick is used to scrape away the loose pulp from the fiber, which is shaken out, washed, dried in the sun, and spun on a spindle which is about the size of a pencil. The fiber is used to weave carrying cloths, called "ayates." The other parts of the plant are also used: the pulp for soap, the very thin skin of the leaf for bandages, the needle at the end of the leaf for sewing.

Key Idea: The rich diversity of Mexico's contemporary art is best observed in the var
of its development from Indian origins to the present international flavor.

The ancient Indian civilizations of Mex
many phases of development as may be ob
ceremonial pyramids and vast commercial
structed by the Aztecs in the Valley of
(Tenochtitlán), the Toltecs (Teotihuacá
sophisticated Mayas in Yucatán ("El cas
mid and observatory at Chichén Itzá and
of Uxmal), the huge stone-sculptured he
Olmec civilization (Veracruz), and the
decorative designs of the Mixtec-Zapote
tions (Mitla and Monte Albán, near Oaxa

The rich diversity of Mexico's contemporary art is best observed in the varied phases of its development from Indian origins to the present international flavor.

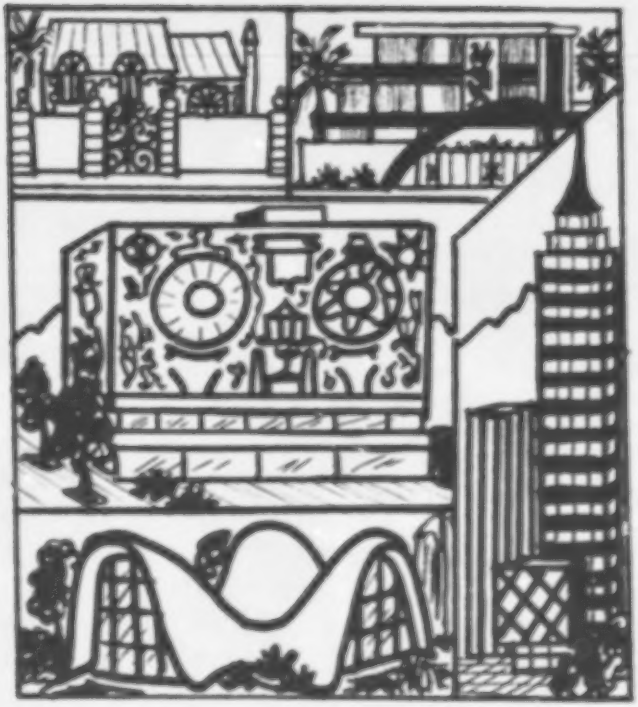
The ancient Indian civilizations of Mexico included many phases of development as may be observed in the ceremonial pyramids and vast commercial centers constructed by the Aztecs in the Valley of Mexico (Tenochtitlán), the Toltecs (Teotihuacán), the sophisticated Mayas in Yucatán ("El castillo" pyramid and observatory at Chichén Itzá and the arches of Uxmal), the huge stone-sculptured heads from the Olmec civilization (Veracruz), and the highly decorative designs of the Mixtec-Zapotec civilizations (Mitla and Monte Albán, near Oaxaca).

In the varied native arts and crafts there noted the numerous levels of development various regions, including the intricately pottery from Tonalá (near Guadalajara), th flower-decorated toys from Metepec (near T lacquerware (Michoacán), the glazed tiles the gold filigree jewelry (Tehuantepec), (Saltillo), iron grillwork (Monterrey), gl (Tlaquepaque, near Guadalajara), silverwo and basketry (nationwide). The sophistica work of Taxco may be contrasted with the of Metepec.

There are still vestiges of the colonial its varied phases of artistic and archite velopment to be seen in the churches, mon and homes of the wealthy creoles. Church monasteries range from the National Cath of Mexico and refined churches (such a

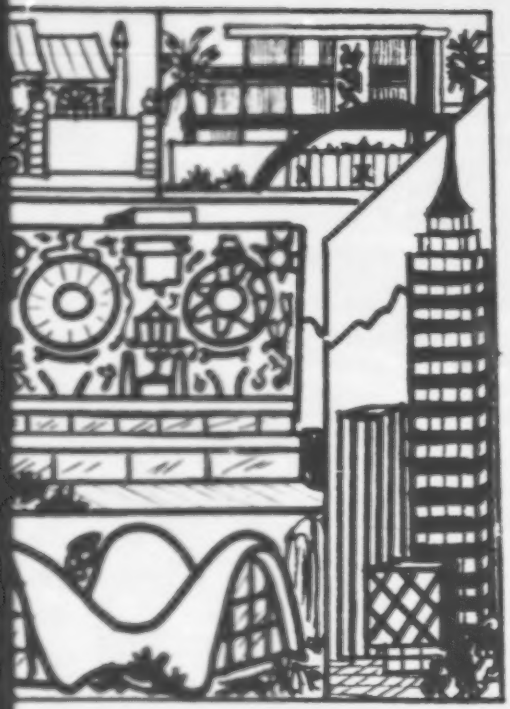
In the varied native arts and crafts there may be noted the numerous levels of development of the various regions, including the intricately decorated pottery from Tonalá (near Guadalajara), the fanciful flower-decorated toys from Metepec (near Toluca), the lacquerware (Michoacán), the glazed tiles (Puebla), the gold filigree jewelry (Tehuantepec), sarapes (Saltillo), iron grillwork (Monterrey), glassware (Tlaquepaque, near Guadalajara), silverwork (Taxco), and basketry (nationwide). The sophisticated silverwork of Taxco may be contrasted with the simple toys of Metepec.

There are still vestiges of the colonial period in its varied phases of artistic and architectural development to be seen in the churches, monasteries, and homes of the wealthy creoles. Churches and monasteries range from the National Cathedral of Mexico and refined churches (such as



Acolmán-plateresque facade) to the mixe
Spanish exuberance and Indian decoratio
manalco's open-chapel facade), while th
from the elegant 18th century palace of
similar colonial styles.

Following the colonial period, the dive
pression widened until arriving at the
national flavor in art and architecture
diversity in homes from the French Mans
the late 19th century to the ultra-mode
(found in Mexico City's Lomas de Chapu
As we observe the famous mosaic mural
University's library building, we note
Indian symbols of sun and moon, the Spa
arms, and the international modular ar
The futuristic and innovative art and
found in Mexico City include the earth
(pontoon-based) Latin American Tower,



Acolmán-plateresque facade) to the mixed styles of Spanish exuberance and Indian decorations (Tlalmanalco's open-chapel facade), while the homes range from the elegant 18th century palace of Iturbide to similar colonial styles.

Following the colonial period, the diversity of expression widened until arriving at the present international flavor in art and architecture. There is a diversity in homes from the French Monsard style of the late 19th century to the ultra-modern styles (found in Mexico City's Lomas de Chapultepec - 1971). As we observe the famous mosaic mural of the National University's library building, we note the blend of Indian symbols of sun and moon, the Spanish coat of arms, and the international modular architecture. The futuristic and innovative art and architecture found in Mexico City include the earthquake-proof (pontoon-based) Latin American Tower, the new

metro-subway system, and the dramatic parabolic roof designs, such as in the Del Lago Re
in Chapultepec Park.

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illustrations of native art with clear explanations.)
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Columbian art.)
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art.)
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of contemporary Mexican homes.)
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January 1970.
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photos and description of the new subway system of Mexico, D.F..)

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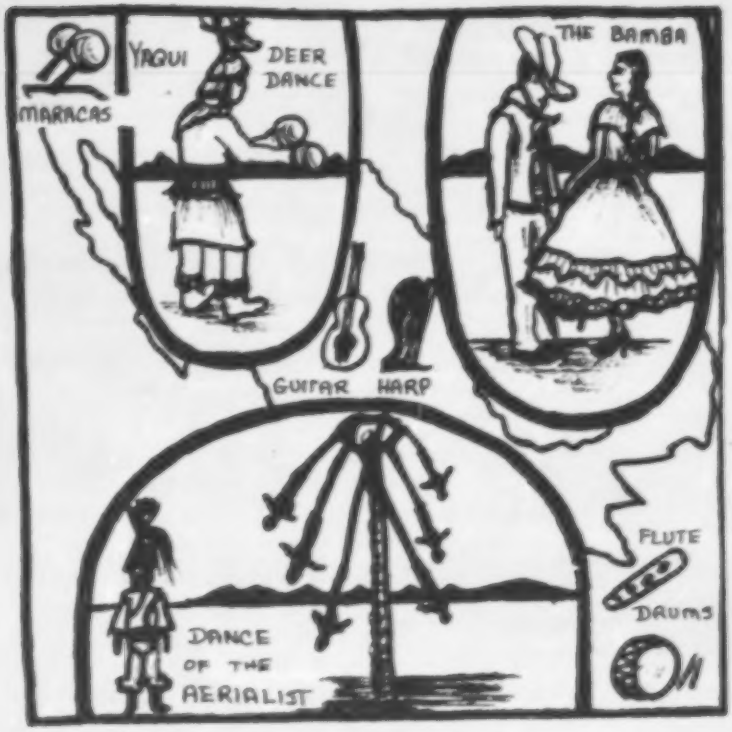
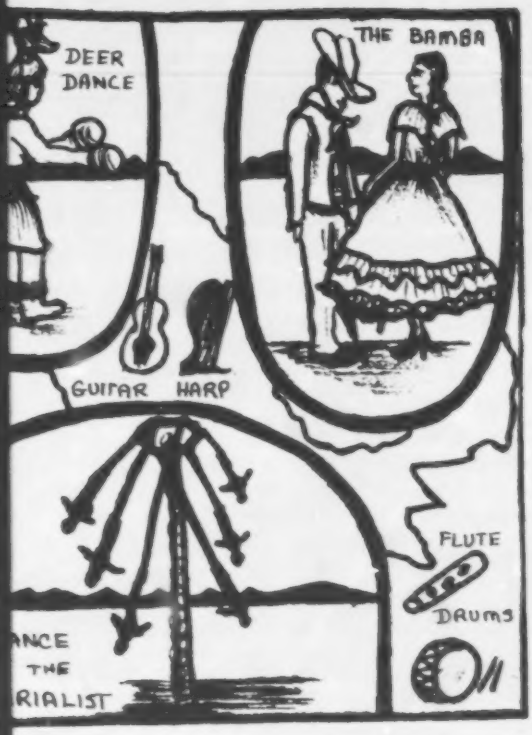
Key Idea: Mexican dances and costumes continue to reflect Indian and European origins



Identification of Indian sounds, Spanis
a mixture of the two in music.

1. Playing of recordings of folk dance
   Indian sounds: noises of forest rep
   rattlers and ornaments on the costu
   Yaqui Deer Dance.
2. Sounds from Spain represented by vi
   guitars in the "jorochos" (e.g. "La
   and harps and singing in the "jaran
   of Yucatán.
3. A mixture of the two, represented b
   instruments: reed and small double-
   played to Spanish tunes in the "Dan
   Aerialist."

Mexican dances and costumes continue to reflect Indian and European origins.



Identification of Indian sounds, Spanish sounds, and a mixture of the two in music.

1. Playing of recordings of folk dances to observe Indian sounds: noises of forest reproduced by rattlers and ornaments on the costumes in the Yaqui Deer Dance.
2. Sounds from Spain represented by violins and guitars in the "jorochos" (e.g. "La bamba") and harps and singing in the "jarana," a dance of Yucatán.
3. A mixture of the two, represented by the Indian instruments: reed and small double-headed drums, played to Spanish tunes in the "Dance of the Aerialist."

Recognition of origins of the costumes for the dances.

1. Yaqui Deer Dance: Indian costume consisting of head of a deer and Indian ornaments
2. La bamba: Spanish costume in girl's attire, consisting of a dress with a flounced s black flower-embroidered apron, sleeveless blouse, and thin triangular shawl secured with a brooch.
3. Dance of Aerialist: Indian-Spanish combination, consisting of red tight pantaloons the knees, white shirt, bandanas crossing the torso, and cone-shaped headdress with paper fan attached.

Recommended Sources:

1. Covarrubias, Luis. Regional Dances of Mexico. Mexico, D.F.: Eugenio Fischrund. (tures of dances.)
2. Stevenson, Robert. Music in Mexico. New York: Crowell, 1952. (Excellent text.)

Recordings:

1. Mexican Panorama: Two Hundred Years of Folk Songs. Vanguard Records, VRS-9014, 19
2. The Real Mexico in Music and Song. Nonesuch Records, Lt. 72[illegible]1. (International Se

Also See:

Schwann Record Catalogue of Folk Music. "Mexican Music and Dances Recorded," for list.

f origins of the costumes for the dances.

r Dance: Indian costume consisting of head of a deer and Indian ornaments and rattlers.

Spanish costume in girl's attire, consisting of a dress with a flounced skirt, small
wer-embroidered apron, sleeveless blouse, and thin triangular shawl secured at the front
ooch.

Aerialist: Indian-Spanish combination, consisting of red tight pantaloons to just below
, white shirt, bandanas crossing the torso, and cone-shaped headdress with a small
attached.

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anorama: Two Hundred Years of Folk Songs. Vanguard Records, VRS-9014, 1958.

Mexico in Music and Song. Nonesuch Records, Lt. 72001. (International Series), 1966.

d Catalogue of Folk Music. "Mexican Music and Dances Recorded," for list.

Key Idea: Development of industries along the U.S.-Mexican border within the last dec

lating the Mexican economy and accelerating the movement of the population

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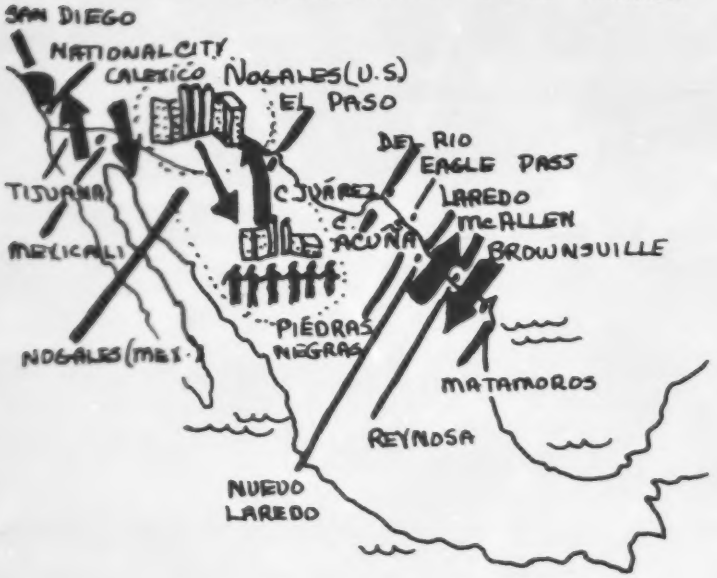
THE BORDER INDUSTRIAL DEVELOPMENT PROGRAM HAS BEEN ENHANCED BY THE OPERATION OF "TWIN PLANTS"



Prospects of increased economic develop
U.S. border have been enhanced by the "
operation. A plant on the U.S. side se
pleted products to a sister plant on th
for completion.

The plant on the Mexican side is labor-
(large labor force used for assembly of
the plant on the U.S. side is capital-i
investment in machinery). The labor-in
have drawn people to the border cities,
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decade. Such cities as Tijuana, Juáre
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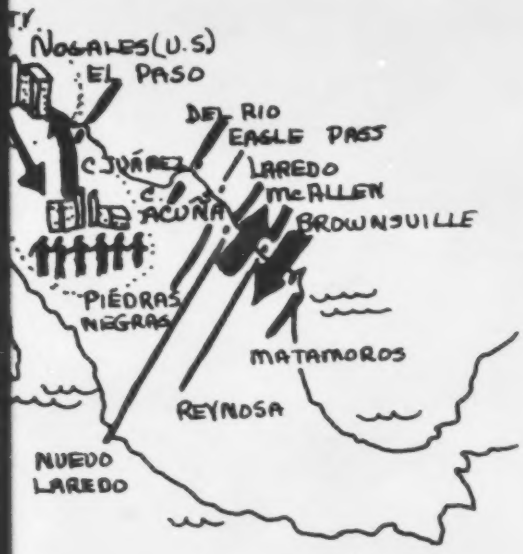
Mexico has amended portions of her cus

Development of industries along the U.S.-Mexican border within the last decade is stimulating the Mexican economy and accelerating the movement of the population to this area.

ER INDUSTRIAL DEVELOPMENT HAS BEEN ENHANCED OPERATION OF "TWIN PLANTS"



Prospects of increased economic development along the U.S. border have been enhanced by the "twin plant" operation. A plant on the U.S. side sends uncompleted products to a sister plant on the Mexican side for completion.

The plant on the Mexican side is labor-intensive (large labor force used for assembly of parts) while the plant on the U.S. side is capital-intensive (large investment in machinery). The labor-intensive plants have drawn people to the border cities, adding to an already tremendous population growth over the last decade. Such cities as Tijuana, Juárez, and Matamoros have more than doubled their populations from 1960-1970.

Mexico has amended portions of her customs code

giving preferential treatment to foreign investors who may establish new industries with assistance of Mexican counseling.

Imports of machinery, raw materials, and components are allowed into the Mexican border Mexican government on a continual basis and free of duty. Business may be totally forei All production must be exported out of the duty-free zone. This kind of cooperation is new as it has been practiced in Hong Kong, Macao, and other areas containing large amoun plus labor.

The border industry program has not been without criticism. The AFL-CIO and other group nounced it as "another monster in the unemployment field."

Sources:

Steiner, Henry Malcolm. "The Mexican Border Industrialization Program." Texas Business July 1971. pp. 145-149.

The University of Texas at Austin. Institute of Latin American Studies. Conference on Relations Between Mexico and the United States. April 16-20, 1973.

1. Berni, Giorgio. "Border Industry: the Case of Ciudad Juárez, Chihuahua". 30pp.
2. Briggs, Vernon M. Jr. "The Mexico-United States Border: An Assessment of the Policie United States upon the Economic Welfare of the Chicano Population". 26pp.

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Key Idea: The Mexican government is a centralized "federal" government with a strong p
who is not only the chief executive but also the leader of the party.

The following summation of a study by the staff of the Committee on Foreign Relations,
States Senate, 91st Congress, 1st Session, Document 91-17 describes the uniqueness of
political party (PRI) and its relation to the power of the presidency.

The PRI (Partido Revolucionario Institucional) has brought Mexico stability, continued
growth, and orderly governmental transition.

Two things which are seldom found together, authoritarianism and responsiveness, are c
of the PRI. The President of the Republic is the undisputed leader. He selects or ap
dates as far down as the local level, and the Mexican Congress has never been known to
At the same time, the PRI is broadly representative. Its members range from conservat
Marxist. There are three major areas of influence: Agrarian, Labor, and Popular Fron
various occupations).

Organizations from the federal level to the municipio level influence the party. The
this collection together through being responsive to their demands. The system works
the group must go along within the framework of the PRI; outside they have little infl
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The Mexican government is a centralized "federal" government with a strong president, who is not only the chief executive but also the leader of the party.

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ns from the federal level to the municipio level influence the party. The party holds tion together through being responsive to their demands. The system works both ways, ust go along within the framework of the PRI; outside they have little influence. Further- rinciple of no re-election insures that there is a constant turn-over among

political leaders. As Frank Brandenburg has said, "Mexicans avoid personal dictatorshi
tiring their dictators every six years."[1]

Mexican ex-presidents join a select group of the revolutionary family - an extra-legal c
elders whose most important function is selecting the presidential successor.

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[1]Frank Brandenburg. "The Relevance of Mexican Experience to Latin American Development."
Volume IX., No. 1 (Spring, 1965). p. 194.

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Key Idea: Mexican-U.S. relations have been marred by the Mexican War and U.S. interve
the early 20th century, but have been cordial since the Roosevelt administr
the 1930's.

Settlement of the Chamizal dispute indi
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The Rio Grande has been the boundary be
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the mid-1800's the river's course shift
at El Paso putting 600 acres of former
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U.S. stated that the Rio Grande was the
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A century of "negotiations and recrimi
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Mexican-U.S. relations have been marred by the Mexican War and U.S. interventions in the early 20th century, but have been cordial since the Roosevelt administration of the 1930's.

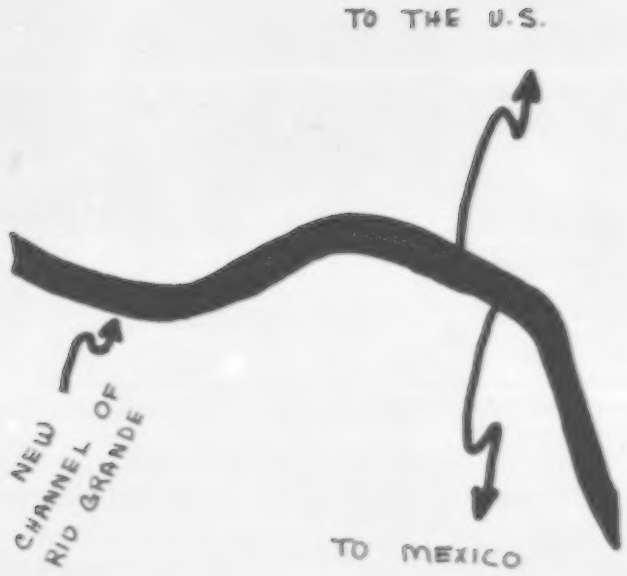
EL PASO

CIUDAD JUÁREZ

Settlement of the Chamizal dispute indicates that meaningful agreements between the U.S. and Latin American nations can be reached, and that further improvements in inter-American relations are possible if the nations involved sincerely desire them.

The Rio Grande has been the boundary between Texas and Mexico since 1848 following the Mexican War. In the mid-1800's the river's course shifted southward at El Paso putting 600 acres of formerly Mexican territory in Texas. Mexico claimed the land, but the U.S. stated that the Rio Grande was the boundary, regardless of its movement.

A century of "negotiations and recrimination" followed. In 1911, the dispute was submitted to



international arbitration, but the U.S. re
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El Chamizal, near downtown El Paso between
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trip to Mexico, President Kennedy decided
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After several months of negotiations, form
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area on the El Paso side of the river. Th
agreed to reimburse its property owners an
the 3,750 residents of Chamizal. The U.S.

international arbitration, but the U.S. rejected the decision which favored Mexico's claim. Texans continued to build homes and businesses in the area while Mexico cried "Yanqui imperialism."

El Chamizal, near downtown El Paso between El Paso and Ciudad Juárez, is an area of shops, run-down houses, stockyards, and small factories. After his trip to Mexico, President Kennedy decided to settle the long-standing dispute. This action may be viewed as part of his general efforts to improve inter-American relations.

After several months of negotiations, formal agreement was reached in August 1963. Approximately 600 acres were ceded to Mexico in return for 193 acres of Córdova Island, a largely uninhabited Mexican area on the El Paso side of the river. The U.S. agreed to reimburse its property owners and relocate the 3,750 residents of Chamizal. The U.S. and

Mexico agreed to split the cost of a new concrete channel "to prevent further disputes wandering Rio Grande," and six new bridges.

According to an article in a leading Mexican newspaper, Excelsior, (May 29, 1963) Chan "the greatest diplomatic triumph in Mexican history."

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to an article in a leading Mexican newspaper, Excelsior, (May 29, 1963) Chamizal represents est diplomatic triumph in Mexican history."

Key Idea: The Mexican American has suffered from the discriminatory practices of the U.S since the earliest contacts between the two cultures.

Introducing a unit on Mexican Americans. (Particularly effective if the class is predomi non-Spanish speaking.)

The teacher asks the class to play the role of first graders, being introduced to school first time.

She then greets them in Spanish, stating that Spanish and only Spanish can be spoken in s gardless of the language spoken at home. The Spanish-speaking students in the class (or translate as she presents a typical first grade lesson.

Teacher comments and questions

"How would you feel in this situation? Would school take on a congenial atmosphere or wo feel intimidated? Why didn't you understand?"

(A likely response: "Because you spoke Spanish.")

"You sound as though I were speaking a foreign language. Spanish was the official langua state for over 300 years. English has been around for about 150 years. Which is foreig Many Mexican American children enter school with little or no knowledge of English. The exposure may come from television. A pre-school child would find it rather hard to lear

e Mexican American has suffered from the discriminatory practices of the U.S. community
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American children enter school with little or no knowledge of English. Their only
come from television. A pre-school child would find it rather hard to learn English

through television with only Spanish spoken in his home and only occasional visits to
speaking section of the city. He brings something from home that doesn't function in
namely another language and another culture. He is expected to learn something in sc
may not function at home, a foreign language and a foreign culture. The result is of
and frustration reflected in low educational attainment and high dropout rates.

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nction at home, a foreign language and a foreign culture. The result is often confusion
ation reflected in low educational attainment and high dropout rates.

Key Idea: The Mexican American has suffered from the discriminatory practices of the U.S since the earliest contacts between the two cultures.

When the first Anglos arrived in the Southwest before the middle of the 19th century, som joined the resident Mexicans as friends, and a cultural transfusion resulted. According Mexican point of view, another group came as intruders, founded their own communities, se themselves from the Mexicans, and refusing to learn Spanish or become Mexican citizens. territory was taken over by the U.S. after the U.S.-Mexican War, they were able to wrest Mexicans the land which they had held for generations, as the Mexicans were forced to com alien judicial system with an alien language.

A strategy for teaching this concept has been recommended in Social Education, October 1 in an article "Teaching about the Chicano," by Duane E. Campbell and Rudolph M. Salas. Fourth grade students were involved in role playing, in which one child played the part o Mexican (Spanish speaking) "ranchero" while the other children were nesters. The nesters houses on the land belonging to the "ranchero." When he became aware of what was happeni quarrels ensued. A land commissioner, who spoke only in English, attempted to settle the

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"Teaching about the Chicano," by Duane E. Campbell and Rudolph M. Salas.
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ed. A land commissioner, who spoke only in English, attempted to settle the disputes.

193

194

Key Idea: Acculturation of the Mexican American has been a much slower process than
groups, due in part to the many stereotypes ascribed to him by the Anglo.

Cecil Robinson in With the Ears of Strangers (The Mexican in American Literature. Tu
versity of Arizona Press. 1963. pp.31-66) lists many unfortunate stereotypes contai
tings about Mexican Americans of the last century which have tended to persist. Amon
technological primitivism, indolence, uncleanliness, insincerity, and cowardice.

To demonstrate the invalidity of stereotypes, a student teacher at The University of
technique in a mini-lesson taught to a methods class.

First he asked the class to make a list of the characteristics of a "typical" Texan a
TV, movies, literature, and other media. The "typical" Texan turned out to be a cowb
and an oilman. The "typical" Texan was also described as boastful, arrogant, aggress
--a real John Wayne type. Next he inquired how many of the class had been born in Te
three or four were native Texans.

Then he asked how many in the class fit the characteristics of the "typical" Texan.
the class were quick to note that the "typical" Texan was masculine, so they did not
rejected the idea that the characteristics of the "typical" Texan applied to them alt
sidered themselves solid Texas citizens, either by birth or adoption. Their conclusi

Acculturation of the Mexican American has been a much slower process than with other groups, due in part to the many stereotypes ascribed to him by the Anglo.

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nson in With the Ears of Strangers (The Mexican in American Literature. Tucson: The Uni- Arizona Press. 1963. pp.31-66) lists many unfortunate stereotypes contained in the wri- t Mexican Americans of the last century which have tended to persist. Among these are ical primitivism, indolence, uncleanliness, insincerity, and cowardice.

trate the invalidity of stereotypes, a student teacher at The University of Texas used this in a mini-lesson taught to a methods class.

asked the class to make a list of the characteristics of a "typical" Texan as portrayed in , literature, and other media. The "typical" Texan turned out to be a cowboy, rancher, lman. The "typical" Texan was also described as boastful, arrogant, aggressive, rich, tall John Wayne type. Next he inquired how many of the class had been born in Texas. All but four were native Texans.

sked how many in the class fit the characteristics of the "typical" Texan. The girls in were quick to note that the "typical" Texan was masculine, so they did not qualify. All the idea that the characteristics of the "typical" Texan applied to them although they con- hemselves solid Texas citizens, either by birth or adoption. Their conclusion was that the

"typical" Texan was really mythical.

The teacher observed, "If the stereotype of the 'typical' Texan does not fit any of you possible that the stereotypes ascribed to Mexican Americans, Blacks, and other groups ma ly invalid?"

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bserved, "If the stereotype of the 'typical' Texan does not fit any of you, is it not

t the stereotypes ascribed to Mexican Americans, Blacks, and other groups may be equal-

Key Idea: The Mexican American is beginning to participate in the life of the overal
increasingly engages in peaceful protests to alert others to his needs, as
is beginning to feel more concern for minority groups.

Historically the Mexican American has not participated fully in the life of the Anglo
the close of the U.S.-Mexican War in 1848, approximately 75,000 Mexicans found themse
within the new boundaries of the U.S. Being a conquered people, the Mexicans were co
rior by the Anglos. Between 1910 and 1930 approximately one-tenth of the Mexican pop
ted to the U.S., the overwhelming majority of whom were of the lower socio-economic g
result, even the Mexicans of the upper economic groups suffered from the discriminato
the Anglos in school and in community life. The Mexican until recently has felt timi
cipating in many community activities. Within the past decade a change has begun to

1. Political Scene
   a. Mexican American politicians have won elections and are participating in the
      the local, state, and national levels.
   b. Some Mexican American political groups have won the confidence of the communi
      although it has been difficult to organize the Mexican American community as
      political force.

The Mexican American is beginning to participate in the life of the overall community and increasingly engages in peaceful protests to alert others to his needs, as the community is beginning to feel more concern for minority groups.

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lly the Mexican American has not participated fully in the life of the Anglo community. At of the U.S.-Mexican War in 1848, approximately 75,000 Mexicans found themselves captives e new boundaries of the U.S. Being a conquered people, the Mexicans were considered infe- he Anglos. Between 1910 and 1930 approximately one-tenth of the Mexican population emigra- e U.S., the overwhelming majority of whom were of the lower socio-economic groups. As a ven the Mexicans of the upper economic groups suffered from the discriminatory practices of s in school and in community life. The Mexican until recently has felt timid about parti- in many community activities. Within the past decade a change has begun to take place.

ical Scene

exican American politicians have won elections and are participating in the government at he local, state, and national levels.

ome Mexican American pol tical groups have won the confidence of the community in general, lthough it has been difficult to organize the Mexican American community as a cohesive olitical force.

c. Various groups within the community have become aware of this minority group and attention to necessary social reforms to include Mexican Americans and their spe

2. Economic Scene

a. More Mexican Americans have accepted positions of responsibility in business, in service, and education.

b. Individuals, such as César Chávez, have effectively fought for better wages and ditions for Mexican Americans in agriculture.

c. The Mexican American, more and more, is receiving the sympathetic response of th at large in improving his economic situation.

3. Educational Scene

a. Special programs are being designed for the Mexican American children in the pub such as the bilingual education program.

b. Mexican American Studies Programs are being organized at universities and in hig where there is a large concentration of this ethnic group.

Sources:

1. Daily news releases.

2. Current periodicals.

us groups within the community have become aware of this minority group and are calling
tion to necessary social reforms to include Mexican Americans and their special needs.

Scene

Mexican Americans have accepted positions of responsibility in business, industry, civil
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3. Rivera, Feliciano. A Mexican American Source Book with Study Guideline. Men
fornia: Educational Consortium of America. 1970. (Includes the most recent
terials on the Mexican Americans, as well as an outline of a course on Mexica
tory and the complete text of the Treaty of Guadalupe Hidalgo in both English

4. Acuna, Rudy. A Mexican American Chronicle. New York: American Book Company
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of the contemporary Mexican American dilemma.

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Acuna, Rudy. A Mexican American Chronicle. New York: American Book Company, 1971.

A provocative high school text for Mexican American Studies Course. Treats the Mexican American heritage in depth and provides background quotes to lead students to discover the roots of the contemporary Mexican American dilemma.

Chapter V

SELECTED SOURCES ON MEXICO AND THE MEXICAN AMERICAN

Since lists of individual printed and audio-visual materials would be too volumino sources of materials have been compiled and arranged in the following categories: 1) Bi 2) Lists of Books in Spanish 3) Sources of Materials 4) Curriculum Guides, Units, an Materials.

I. Bibliographies

1. Atlas of Mexico. The University of Texas, Austin, Texas: Bureau of Business Resear 138 pp. Comprehensive subject coverage - population, commerce, agriculture and indus Bibliography.

2. Basic Collection for Spanish Speaking Patrons. 1457 Fruitvale Avenue, Oakland Calif Latin American Library. 38 pp. An up-to-date (1970) annotated list of books and oth Spanish and English. For children and adults on subjects from folklore and cookery t Includes Spanish language newspapers and magazines, Chicano Press publications and au materials. Publication and price information supplied.

3. Bibliography of Spanish Materials for Children, Kindergarten Through Grade Six. 197 Sacramento, California: California State Department of Education. A current list.

4. Birdwell, Gladys B. and Perry Garner Littles. Chicanos, A Selected Bibliography. Un of Houston Libraries, Houston, Texas: Office of Assistant Director for Development Collections, 1970., 17 pp. Materials for advanced students and adults. Annotated.

5. Blatt, Gloria T. "The Mexican American in Children's Literature." Elementary Englis 1968. pp. 446-451. 32 recommended titles for elementary children.

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ons, 1970. 17 pp. Materials for advanced students and adults. Annotated.

loria T. "The Mexican American in Children's Literature." Elementary English, April,
. 446-451. 32 recommended titles for elementary children.

6. Books on the Mexican American: A Selected Listing. Austin, Texas: Social Studie Division of Program Development, Texas Education Agency, January, 1971. 14 pp. bibliography with a few references to elementary grade level material but emphasis school reading. Paperbacks included. Easy reading level noted where applicable. books for teachers.

7. Chicano Films. 1457 Fruitvale Avenue, Oakland, California 94601: Latin America 4 pp. 16 mm. films. Gives cost and order information. Films are in English.

8. Chicano Life and Culture: A Selected Reading List. Salt Lake City, Utah: Salt L Public Library. 14 pp. Subject divisions - history, literature and legend, ficti books, and the arts. Separate listings are given for books emphasizing Mexico and cerning Mexican Americans. Annotated.

9. Children of the Sun. 630 West 5th Street, Los Angeles, California 90017: Los Ang Library. A leaflet with a "brief but selective" list of children's books about Me Mexican Americans. Short annotations.

10. Dorn, Georgette M. Latin America: An Annotated Bibliography of Paperback Books. Foundation Bibliographical Series No. 11) Washington, D.C.: Library of Congress, 77 pp. Books for advanced students and teachers. Numerous listings pertain to Me Non-fiction.

11. Farrell, Robert V. and John F. Hohenstein. Latin America: Books for High Schools Avenue, New York, N.Y. 10021: Center for Inter-American Relations, 1969. Conta raphy of books dealing with Mexico. Books for students, for teachers, and general Single copy available on request. A selected listing.

12. Fleener, Charles J. and Ron. L. Sockinger. The Guide to Latin American Paperback University of Florida, Gainesville, Fla.: Center for Latin American Studies, 19 arrangement. Annotated. Price $1.00.

13. Focus on La Raza. 1457 Fruitvale Avenue, Oakland, California 94601: Latin Amer 5 pp. Annotated bibliography of juvenile materials. Subject areas are books abo ican American, Mexican folklore and customs, and audio-visual materials. Publica price information listed with grade level recommendations.

on the Mexican American: A Selected Listing. Austin, Texas: Social Studies Section,
on of Program Development, Texas Education Agency, January, 1971. 14 pp. Annotated
graphy with a few references to elementary grade level material but emphasis on secondary
reading. Paperbacks included. Easy reading level noted where applicable. Includes
for teachers.

o Films. 1457 Fruitvale Avenue, Oakland, California 94601: Latin American Library.
16 mm. films. Gives cost and order information. Films are in English.

o Life and Culture: A Selected Reading List. Salt Lake City, Utah: Salt Lake City
Library. 14 pp. Subject divisions - history, literature and legend, fiction, children's
and the arts. Separate listings are given for books emphasizing Mexico and those con-
g Mexican Americans. Annotated.

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, New York, N.Y. 10021: Center for Inter-American Relations, 1969. Contains bibliog-
of books dealing with Mexico. Books for students, for teachers, and general reference.
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r, Charles J. and Ron. L. Sockinger. The Guide to Latin American Paperback Literature.
sity of Florida, Gainesville, Fla.: Center for Latin American Studies, 1966. Topical
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on La Raza. 1457 Fruitvale Avenue, Oakland, California 94601: Latin American Library.
Annotated bibliography of juvenile materials. Subject areas are books about the Mex-
merican, Mexican folklore and customs, and audio-visual materials. Publication and
information listed with grade level recommendations.

14. Forbes, Jack D. Mexican Americans: A Handbook for Educators. 1 Garden Circle, Hot
Berkeley, California 94705: Far West Laboratory for Educational Research and Develop
Background reading, sources of material and teaching suggestions.

15. Frishman, Nettie. Between Two Cultures: Children's Books about Mexican Americans an
in Mexico. 630 West 5th Street, Los Angeles, California 90017: Los Angeles Public
Divides listing into groups for pre-school and primary, intermediate, and junior high
Gives publication information but no prices. Includes many very recent books (up to

16. From the Past: Library Services for Indians and Mexican Americans. (Institute to Tr
Public Librarians to Work in Communities with Large Numbers of Mexican Americans and/
Las Cruces, New Mexico 88001: ERIC/CRESS. New Mexico State University. Contains a
bibliographies on the Mexican American. Also lists individual book titles. Gives so
non-book materials. Background information in this booklet will be of interest to te
librarians alike.

17. A Handbook on Latin America for Teachers. (Methodology and Annotated Bibliography).
Illinois: Northern Illinois University, 1968. Although the bibliography includes m
to all of Latin America, the selections on Mexico are well annotated and some of the o
works on Latin America in general have sections devoted to Mexico.

18. The National Elementary Principal. Vol. L, No. 2 (November, 1970). Issue devoted
for the Spanish speaking. Curriculum and materials considered informative and useful

19. Nesbitt, Doris. A Selected List of Government Publications Relevant to Mexican Ameri
Paso, Texas: El Paso Public Library. Mimeographed list. Prices and ordering inform
included.

20. Parkes, Henry Bamford. A History of Mexico. Boston: Houghton Mifflin Company, 19
Edition $2.35). Pages 443-452 devoted to an annotated bibliography on Mexico. Arran
logically.

21. Revelle, Keith. Chicano: A Selected Bibliography of Materials by and about Mexico a
Americans. 1457 Fruitvale Avenue, Oakland, California 94601: Latin American Library
21 pp. Covers books (fiction and nonfiction), magazines, periodicals, articles, repo
speeches. Secondary level and background materials for teachers. Briefly annotated.

ack D. Mexican Americans: A Handbook for Educators. 1 Garden Circle, Hotel Claremont, California 94705: Far West Laboratory for Educational Research and Development. 34 pp. d reading, sources of material and teaching suggestions.

Nettie. Between Two Cultures: Children's Books about Mexican Americans and Children . 630 West 5th Street, Los Angeles, California 90017: Los Angeles Public Library. isting into groups for pre-school and primary, intermediate, and junior high. Annotated. lication information but no prices. Includes many very recent books (up to 1970).

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Keith. Chicano: A Selected Bibliography of Materials by and about Mexico and Mexican . 1457 Fruitvale Avenue, Oakland, California 94601: Latin American Library, 1969. overs books (fiction and nonfiction), magazines, periodicals, articles, reports and Secondary level and background materials for teachers. Briefly annotated.

22. Rivera, Feliciano. A Mexican American Source Book with Study Guideline. Menlo Park Educational Consortium of America, 1970. 196 pp. Contains a study guideline of th the Mexican American People of the United States,a selected bibliography, the missio ifornia with illustrations, a portfolio of outstanding Americans of Mexican descent, text of the Treaty of Guadalupe Hidalgo with critical commentary, and other official

23. Social Education. Vol. 34, No. 6 (October, 1970). A complete issue of articles wi graphical references to Latin America, including many on Mexico.

24. Toward an Understanding: A Selected List of Books on Mexican Americans. 501 No. Or El Paso, Texas: El Paso Public Library. A leaflet listing books on advanced second and for teachers. Includes some bibliographies.

II. Lists of Books in Spanish

1. Children's Television Workshop. Fifth Bibliography for "Sesame Street." 1865 Broad N.Y. 10023: National Educational Television. Lists children's books in Spanish re as supplementary reading for the Children's Television Workshop educational series. Gives publication information and prices.

2. _____. Fourth Bibliography for "Sesame Street." (Same address).

3. Centro Mexicano de Escritores. Valle Arizpe 18, México 12, D.F. Books in Spanish and easy reading for adults.

4. Proyecto Leer Bulletin. 19th & Constitution Avenue N.W., Washington, D.C.: Librar Program, Organization of American States. A periodical listing books in Spanish fo and adults.

5. Rosinante Enterprises. P.O. Box 5309, San Antonio, Texas 78201: Heffernan Supply Suppliers of Spanish books for children and adults on a wide variety of subjects. I paperbacks. Also supplies texts, workbooks, records and other materials in Spanish.

Feliciano. A Mexican American Source Book with Study Guideline. Menlo Park, California: nal Consortium of America, 1970. 196 pp. Contains a study guideline of the History of can American People of the United States,a selected bibliography, the missions of Cal- with illustrations, a portfolio of outstanding Americans of Mexican descent, the complete the Treaty of Guadalupe Hidalgo with critical commentary, and other official documents.

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n Understanding: A Selected List of Books on Mexican Americans. 501 No. Oregon St., Texas: El Paso Public Library. A leaflet listing books on advanced secondary level teachers. Includes some bibliographies.

Books in Spanish

's Television Workshop. Fifth Bibliography for "Sesame Street." 1865 Broadway, New York, 023: National Educational Television. Lists children's books in Spanish recommended ementary reading for the Children's Television Workshop educational series. No annotations. blication information and prices.

_____. Fourth Bibliography for "Sesame Street." (Same address).

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Leer Bulletin. 19th & Constitution Avenue N.W., Washington, D.C.: Library Development Organization of American States. A periodical listing books in Spanish for children ts.

e Enterprises. P.O. Box 5309, San Antonio, Texas 78201: Heffernan Supply Company,Inc. s of Spanish books for children and adults on a wide variety of subjects. Includes some ks. Also supplies texts, workbooks, records and other materials in Spanish.

111. Sources of Materials

1. Anti-Defamation League of B'nai B'rith, Suite 101, 3033 Fannin, Houston, Texas 77 and pamphlets on Mexican Americans.

2. Aztlán Publications. Chicano Studies Center. University of California at Los Ang bell Hall Room 3121; 405 Hilgard Avenue, Los Angeles, California 90024.

3. Banco Nacional de México, S.A., Isabel la Católica 44, México 1, D.F. Publishes periodical on social and economic issues in Mexico.

4. Cartel. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lan Texas 78721. Lists and annotates commercial and non-commercial materials relevant bicultural programs in education; the Center is a current source of information re ther sources and materials. A Title VII ESEA-funded project.

5. La Causa Publications, P.O.Box 4818, Santa Barbara, California 93103. This organi its purpose: to offer "a selection of books and pamphlets on Chicano literature a social history and contemporary thought which complement each other and convey the struggle and its aspirations".

6. El Dorado Distributors, 2489 Mission Street, Suite 17, San Francisco, California Books and pamphlets, ethnic film library, filmstrips. The latter include a set of filmstrips entitled "La Raza" for study of Mexico and Mexican Americans.

7. ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State Universi New Mexico 88001. This branch offers much material relating to the education of t American in the U.S.

8. Fideler Visual Teaching, Grand Rapids, Michigan 49502. Visual teaching portfolio phy and history of various countries including one on Mexico. Matching textbook a

9. Inter-American Development Bank, Washington, D.C. Publishes a progress report on mic developments in specific countries of Latin America.

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efamation League of B'nai B'rith, Suite 101, 3033 Fannin, Houston, Texas 77004. Films
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Publications. Chicano Studies Center. University of California at Los Angeles, Camp-
all Room 3121; 405 Hilgard Avenue, Los Angeles, California 90024.

Nacional de México, S.A., Isabel la Católica 44, México 1, D.F. Publishes a monthly
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. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin,
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velopments in specific countries of Latin America.

10. Latin American Library, Oakland Public Library, 1457 Franklin Avenue, Oaklan 94601. Contact this library for materials available in addition to those lis herein and for their most recent materials available.

11. Materiales en Marcha. Materials Acquisition Project. Parallel Curricula in S Portuguese. 2950 National Avenue, San Diego, California 92113. A Title VII E project.

12. Mexican Consulate--located in the following cities: Austin, Chicago, Houston, Miami, New Orleans, New York, San Antonio, San Diego, San Francisco, Tucson, W

13. Mexican Embassy, 2829 16th Street, N.W., Washington, D.C. 20009.

14. Mexican National Tourist Council, Mexico House, 677 Fifth Avenue, New York, N Folders and brochures about Mexico.

15. Multi-Media Productions, Inc., 580 College Avenue, Palo Alto, California 943 materials for teaching about Mexican Americans. Has published La Raza, a comp Mexican Americans, including filmstrips, records, and teacher's guide.

16. National Textbook Corporation, Skokie, Illinois. Publishes a catalog of rea about Mexico.

17. Office for Spanish Speaking American Affairs, U.S. Office of Education, Dep Health, Education and Welfare, 400 Maryland Avenue, S.W., Room 4072, Washing Contact for materials for education of the Mexican American.

18. Pan American Union, 19th & Constitution Avenue, N.W., Washington, D.C. 20006 lications of bibliographies of materials on Mexico, as well as other Latin Am

19. Pemex Travel Club, Avenida Juárez 89, México, D.F. Brochures and informati areas and aspects of life in Mexico.

20. Quinto Sol Publications, Inc. P.O.Box 9275, Berkeley, California 94709.

atin American Library, Oakland Public Library, 1457 Franklin Avenue, Oakland, California 4601. Contact this library for materials available in addition to those listed separately erein and for their most recent materials available.

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an American Union, 19th & Constitution Avenue, N.W., Washington, D.C. 20006. Various pub- ications of bibliographies of materials on Mexico, as well as other Latin American countries.

emex Travel Club, Avenida Juárez 89, México, D.F. Brochures and information on different reas and aspects of life in Mexico.

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21. R & E Research Associates, 4843 Mission Street, San Francisco, California 94112. information on publications related to the Mexican American.

22. U.S. - Mexico Border Studies Project, University of Notre Dame, Notre Dame, Indi

23. Weston Woods, Weston, Connecticut. In addition to the usual audio-visual materia company has a series of filmstrips and recordings for use in teaching English as a guage to the Spanish speaking child. Popular stories for preschool and primary.

24. Wible Language Institute, 24 South Eighth Street, Allentown, Pennsylvania 19105. of audio-visual materials, including the Mexican government series of filmstrips a cordings treating Mexico from Pre-Columbian times to the contemporary.

esearch Associates, 4843 Mission Street, San Francisco, California 94112. Source for tion on publications related to the Mexican American.

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IV. Curriculum Guides, Units and Project Materials.

1. Information and Materials to Teach the Cultural Heritage of the Mexican Ameri
Austin, Texas: Dissemination Center for Bilingual Bicultural Education, 1973.
by the Bilingual Program of the Education Service Center, Region XIII, Austin
Study units on Mexico and Mexican cultural heritage. Prepared for grade 3, b
to grades 4 through 6, and useful as a resource at all levels. $5.60.

2. Latin America: Area Study 3. Cleveland, Ohio: Educational Research Council
Cleveland, 1967. 226pp. One of the three major sections deals specifically

3. Latin American Curriculum Project. The University of Texas at Austin; Austin
The following bulletins which include background information, units, and teac
tions on Mexico may be ordered from the ERIC Document Reproduction Service, t
Cash Register Company, Box 2206, Rockville, Maryland 20852. Edition number a
are listed: (MF) - Microfiche, and (HC) - Hard Copy.

Teaching about Latin America in the Elementary School: An Annotated Guide to
Resources, Bulletin No. 1, 1967, 40pp. ED-012-832 MF $0.25 HC $2.40.

Teaching about Latin America in the Secondary School: An Annotated Guide to
Resources, Bulletin No. 2, 1967, 71pp. ED-012-833 MF $0.50 HC $3.95.

The Social Scientists Look at Latin America: Six Position Papers, Bulletin
174 pp. ED-012-365 MF $0.75 HC $9.35.

Key Ideas about Latin America, Bulletin No. 4, 1967, 33pp. ED-013-342 MF

The Treatment of Latin America in Social Studies Instructional Materials, Bul
1968, 41pp. ED-022-781 MF $0.25 HC $2.75.

Latin America: Its Land, Story and Peoples (an Instructional Unit for the Mi
Instructional Unit No. 3 with Readings, 1968, 58pp. ED-036-679 MF $0.50

Latin America: A Cultural Region of the World (an Instructional Unit for Gra
Instructional Unit No. 4, 1968, 66pp. ED-039-164 MF $0.50 HC $4.45.

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nformation and Materials to Teach the Cultural Heritage of the Mexican American Child. ustin, Texas: Dissemination Center for Bilingual Bicultural Education, 1973. Developed y the Bilingual Program of the Education Service Center, Region XIII, Austin, Texas. tudy units on Mexico and Mexican cultural heritage. Prepared for grade 3, but adaptable o grades 4 through 6, and useful as a resource at all levels. $5.60.

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he Treatment of Latin America in Social Studies Instructional Materials, Bulletin No. 5 968, 41pp. ED-022-781 MF $0.25 HC $2.75.

atin America: Its Land, Story and Peoples (an Instructional Unit for the Middle Grades) nstructional Unit No. 3 with Readings, 1968, 58pp. ED-036-679 MF $0.50 HC $5.65.

atin America: A Cultural Region of the World (an Instructional Unit for Grades 8, 9, 10) nstructional Unit No. 4, 1968, 66pp. ED-039-164 MF $0.50 HC $4.45.

Establishment of the American Colonies: A Comparison of Spanish and English Ame
unit for senior high American history, Instructional Unit No. 1, 1968, 52pp.
MF $0.25 HC $2.45.

Contemporary Inter-American Relations. A unit for senior high American history.
40pp. ED-039-166 MF $0.50 HC $3.10.

One semester senior elective course on Contemporary Latin America. Seven Units.
ED-039-167 MF $1.25 HC $14.75.

4. Learning about Mexico: A Resource Unit for Use in Grade Three Social Studies.
39pp. 815 Fourth Avenue North, Seattle, Washington: Seattle Public Schools, A
tion and Service Center. Background information for teachers; may be used at an

5. Mexican American Studies, Grades 10-12. 1968. 50pp. Los Angeles, California:
Angeles City Schools, Division of Instructional Planning and Services, Instruct
Planning Branch. 5 units of study and bibliography.

6. Mexico: An Instructional Guide. Pub. No. ED-202, 1959. 240pp. Los Angeles,
Los Angeles City Schools, Division of Instructional Services. A resource unit
use with 6th grade. Geographic organization. Usefulness little modified by age

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APPENDIX

Statistics

Area: 759,330 square miles (3rd largest in Latin America)

Population: 48.4 million (1970)

29 states, 2 territories, and a Federal District

Some Important Dates

1519 - Cortés' arrival on the mainland of Mexico

1810 - "Grito de Dolores" of Father Hidalgo

1821 - Mexico's independence from Spain

1836 - Texas' independence from Mexico

1846 - 47 - Mexico and the U.S. at war

1848 - Treaty of Guadalupe Hidalgo

1853 - Gadsden Purchase

1863 - 67 - Maximilian, Emperor of Mexico

1910 - Beginning of the Mexican Revolution

1917 - Adoption of the current Constitution

1938 - Expropriation of foreign oil interests by Mexican government

1952 - Inauguration of the Pedregal site of the National Autonomous University of Mexico

1963 - Signing of the Chamizal Treaty between Mexico and the United States

National Holidays

February 5 - Signing of the Constitution of 1857

March 18 - Day of Oil Expropriation

March 21 - Death of Benito Juárez

May 5 - "Cinco de Mayo" - Victory over the French at Puebla

September 16 - Independence Day - "Grito de Dolores"

October 12 - "Día de la Raza" - Columbus Day

November 20 - Signing of the Constitution of 1917

Religious Celebrations

November 2 - Day of the Dead

December 12 - Day of the Virgin of Guadalupe

All other regular Catholic holidays are observed, including the day of the patron saint of village or city.

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Day of the Virgin of Guadalupe

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MEXICAN RAILWAYS, 1969

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March, 1969

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hermosa; Tamaulipas—Ciuda
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GULF OF CALIFORNIA
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COAHUILA
NUEVO LEÓN
TAMAULIPAS
DURANGO
SINALOA
ZACATECAS
SAN LUIS POTOSÍ
NAYARIT
JALISCO
COLIMA
MICHOACÁN
GUANAJUATO
HIDALGO
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TLAXCALA
PUEBLA
VERACRUZ
GUERRERO
OAXACA
PACIFIC OCEAN
GULF OF MEXICO
MEXICO CITY
STATE & TERRITORIAL CAPITALS
PACIFIC OCEAN

MEXICO
STATES AND TERRITORIES

STATE AND TERRITORIAL CAPITALS: *Distrito Federal*—México; *Aguascalientes*—Aguascalientes; *Baja California*—Mexicali; *Baja California Territorio Sur*—La Paz; *Campeche*—Campeche; *Coahuila*—Saltillo; *Colima*—Colima; *Chiapas*—Tuxtla Gutierrez; *Chihuahua*—Chihuahua; *Durango*—Durango; *Guanajuato*—Guanajuato; *Guerrero*—Chilpancingo; *Hidalgo*—Pachuca; *Jalisco*—Guadalajara; *México*—Toluca; *Michoacán*—Morelia; *Morelos*—Cuernavaca; *Nayarit*—Tepic; *Nuevo León*—Monterrey; *Oaxaca*—Oaxaca; *Puebla*—Puebla; *Querétaro*—Querétaro; *Quintana Roo (Territorio)*—Chetumal; *San Luis Potosí*—San Luis Potosí; *Sinaloa*—Culiacán; *Sonora*—Hermosillo; *Tabasco*—Villahermosa; *Tamaulipas*—Ciudad Victoria; *Tlaxcala*—Tlaxcala; *Veracruz*—Jalapa; *Yucatán*—Mérida; *Zacatecas*—Zacatecas.

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